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ABSTRACT

This catalog is published as one of many mechanisms to stimulate and facilitate continuing communication among the federal, state, intermediate, and local agencies that share responsibility for educational program improvement through nationwide dissemination activities. All the projects cited have undergone close scrutiny by the Joint Dissemination Review Panel within the Educational Division of the Department of Health, Education, and Welfare, and have been approved for national dissemination. A brief description of the program is given along with information on the materials used, services available, target audience, financial requirements, program evaluation, and contact person. The appendix offers several listings of key persons--National Diffusion Network State Facilitators and state coordinators of federally funded programs--who may be able to assist local schools through technical assistance as they search for useful new educational practices. The appendix also cites a handful of projects deemed to be available on only a limited basis. The indexes locate exemplary programs by content, by geographical locale, and by name. (Author/MLF)

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Educational Programs That Work

VOLUME IV • WINTER 1977

UNITED STATES OFFICE OF EDUCATION

EDUCATIONAL PROGRAMS THAT WORK

A Resource of Exemplary Educational
Programs Developed by Local School
Districts and Approved by the Joint
Dissemination Review Panel in the
Education Division of the Department
of Health, Education and Welfare.

This catalog was prepared for the
United States Office of Education,
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Welfare by the Far West Laboratory for
Educational Research and Development,
San Francisco.
Winter, 1977

EDUCATIONAL PROGRAMS THAT WORK was written largely by staffs of the various projects described in the following pages. Without their full and willing cooperation, these descriptions could never have been generated. However, the reader is cautioned that some errors may have crept into the text due to the limited time available for checking the various entries.

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Contract # 300-77-415

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INTRODUCTION

The U.S. Office of Education is pleased to present this, the fourth, edition of its annual catalog of exemplary educational programs. This catalog includes up-to-date information on all programs that were described in previous editions and approximately 35 additional programs. It is especially significant that almost all the exemplary projects described in this catalog were developed originally and continue to be operated by local school personnel.

The staff of the Office of Education is dedicated to helping local school districts, intermediate service agencies, and state education agencies in their continuing efforts to improve educational opportunities for all the nation's children. Making available successful programs and practices so that interested school districts may adapt and install the key elements of these programs is currently a major approach to achieving that end. This catalog is designed as one reference tool in that process of transferring success. However, based on experience that information alone does not generally produce desired educational improvement, the Office of Education, through the Division of Educational Replication, is making a major commitment to supporting the National Diffusion Network.

The National Diffusion Network (NDN) is a nationwide system established to insure that school districts and other educational institutions may acquire whatever materials or assistance they need to incorporate improved practices into their current educational programs. The NDN operates through the interaction of two kinds of funded projects -- Developer/Demonstrators and State Facilitators. Developer/Demonstrators (D/Ds) are staff who were involved in the original development of a number of the exemplary educational programs in this catalog. Those projects funded as D/Ds are identified as such in the "Services Available" section of each catalog entry. A D/D designation means that the project staff are receiving federal funds under the NDN specifically to provide materials, training, and technical assistance to interested adopters. The number of D/Ds at a given time is determined primarily by the available resources.

The second funded component of the NDN is the State Facilitator (SF), the primary link between educators with needs and D/D staff. At present, all but three states have one or more State Facilitators (see list in Appendix). SFs first create awareness, within their state or region, of the existing exemplary educational programs -- particularly those funded as D/Ds (see descriptions in this catalog). SFs then help interested school districts to match their local need with an appropriate exemplary alternative and to acquire necessary information, training, and implementation assistance. As a result of these roles, SFs should serve as the major contact point for accessing the programs in this catalog. In addition, many SFs provide extensive help to local school districts in developing and implementing strategies for planned change.

The term "exemplary" used to describe all the programs in this catalog, including those with D/D designation, is not conferred lightly. Any questions relative to proper procedures for submitting programs to the Panel may be directed to the Division of Educational Replication staff. Following careful scrutiny and approval by the appropriate program offices within the funding agencies and, in many cases, by state education agencies, all these projects submitted their evidence of effectiveness to the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education and Welfare.* Any questions relative to proper procedures for submitting programs to the Panel may be directed to the Division of Educational Replication staff. This Panel has responsibility for quality assurance -- examining the evaluation data by each project and judging its significance in terms of a range of learning outcomes, both cognitive and affective. Only after this review process and a positive endorsement by a majority of the Panel members present can a specific program be approved for nationwide dissemination with federal funding support. (A complete description of the Panel's goals, background, and procedures may be obtained by writing to: Chairperson, Joint Dissemination Review Panel, Office of the Assistant Secretary for Education, Department of Health, Education, and Welfare, Washington, D.C.)

It is important to remember that the Panel examines the data submitted by the various projects (through the apporopriate education division or bureau) at a cerain point in time. Panel members objectively consider program outcomes in terms of both educational significance and credibility of the supporting evidence. But the Panel does not avow that the original program at a later point in time is identical with the program that Panel members reviewed. To assure that the program is continuing to produce the results claimed in its Panel submission, interested educators are encouraged to request more recent data on effectiveness from any of these projects.

The Panel usually meets monthly and reviews new programs as they become ready to submit their evaluative data. Hence, during the "life" of this particular catalog, more exemplary programs will be approved for nationwide dissemination under the aegis of the Education Division of DHEW. The National Diffusion Network, state education agencies, and other key members of the dissemination community will be kept informed of these newly approved programs as they become available; all will be described in subsequent editions of this publication.

The exemplary programs presented in the following pages were developed in a wide variety of educational settings. Nearly all are now ready to be considered for possible adoption or adaptation at school sites anywhere in the nation. Each has demonstrated convincing evidence of its effectiveness with specific groups of learners. Most have resources to assist those who may be considering a choice among these types of options that can enhance the teaching/learning process.

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*Any questions relative to proper procedures for submitting programs to the Panel may be directed to the Division of Educational Replication staff.

Each description has been presented in a parallel format that invites educators to compare and contrast them. The section labeled "Services Available" on each page gives specific references to the capacity of each project to provide information, receive visitors, carry out training, or supply follow-up services. Some projects, however, simply have neither staff nor resources to respond to inquiries or to work with other interested schools. However, all are described here as fully as possible -- in the hope that other teachers, administrators, and parents will want to emulate what they have done.

The Appendix offers several listings of key persons -- National Diffusion Network State Facilitators and state coordinators of federally funded programs -- who may be able to assist local schools through technical assistance as they search for useful new educational practices. The Appendix also cites a handful of projects that are deemed to be available on only a limited basis. The indexes are intended to help users of this catalog to locate exemplary programs by content, by geographical locale, and by name.

Educational Programs That Work has been revised and expanded, as of November 1977, to serve as a concise review of all programs that have been approved by the Joint Dissemination Review Panel and as an idea book for American educators. The next edition is tentatively scheduled for publication in late summer of 1978.

The U.S. Office of Education encourages the broadest possible adoption or adaptation of successful programs like those described here. Each may be viewed as a promising alternative to current practice. This catalog is published simply as one of many mechanisms to stimulate and facilitate continuing communication among the federal, state, intermediate, and local agencies that share responsibility for educational program improvement through nationwide dissemination activities.

SECTION 1

ALTERNATIVE SCHOOLS (PROGRAMS)*

Alternate Learning Project (ALP) - Rhode Island 1-3
A community-based alternative to traditional school, with emphasis on basic skill career education, performance-based graduation, and parent and student participation.

Career Intern Program - Pennsylvania 3-3
A program aimed at dropout prevention at the secondary school level.

Diversified Educational Experiences Program (DEEP) - Kansas 1-4
A new method of organizing and managing an academic classroom.

Educational Services for Schoolage Parents (ESSP) - New Jersey 1-5
A special education program providing educational, nutritional, social, and health services to expectant schoolage students.

Experience-Based Career Education (EBCE) [Northwest Regional Educational Laboratory] - Oregon 1-6
A competency-based alternative that asks students to step outside the classroom walls for a majority of their school time.

Far West Laboratory (FWL) Experience-Based Career Education (EBCE) - California 1-7
An alternative program of secondary education that uses the entire community as a school.

FLIT: Functional Literacy - California 1-8
A functional reading literacy education program.

Focus Dissemination Project - Minnesota 1-9
A successful high school program for dealing with disaffected youth.

Institute for Political and Legal Education (IPLE) - New Jersey 1-10
A secondary social studies program designed "to turn students on to active citizenship."

NOMAD: Needs and Objectives for Migrant Advancement and Development - Michigan 2-11
A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA) - Connecticut 1-11
An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).

Secondary Credit Exchange Program - Washington 2-12
A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

Senior Elective Program - New Jersey 1-12
A program exclusively for seniors designed to update curriculum in order to complement an open-space building.

St. Paul Open Sc[illegible] - Minnesota 1-13
An alternative school program using the concept of the open school to enrich the K-12 educational experience.

UCLA Allied Health Professions Publications - California 3-9
A three-year student-oriented program designed to introduce secondary school students to allied health occupations.

Urban Arts Program - Minnesota 1-14
A program used to improve the working relationship between schools and community arts facilities.

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*Projects with multiple emphases may be listed under more than one section.

PROJECT ALTERNATE LEARNING PROJECT (ALP)

descriptors

Educational Alternatives
Career Education
Basic Skills

target audience

Students of all abilities, grades 9-12. Also possible at middle school and adult level. ALP offers both a complete high school program, as well as Special Focus Programs to supplement existing curricula.

description

A community-based alternative to traditional school, with emphasis on basic skills, career education, performance-based graduation, and parent and student participation.

ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, college preparatory course, community-wide career exploration activities, and a broad arts program. Throughout, the emphasis is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Applications are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population reflective of the city and school system profile.

Major objectives of ALP are: (1) to improve student performance in basic academic skills; (2) to improve student career-decision-making skills; (3) to provide needed counseling for planning, evaluation, and support of student activity; (4) to involve students and parents in school governance and decision making; (5) to maximize learning opportunities in the community.

Graduation requirements at ALP involve: (a) ALP Life Skills Competency Assessment, an evaluation of individual student competencies in practical, real life situations, where applied performance is required; (b) ALP Core Diploma requirements. Students must pass proficiency exams in English, math, and science; they must earn credit in U.S. history; and they must complete a minimum number of courses and educational activities.

Special Focus Programs developed by ALP fc nclude: (1) Career Education through Community Resources;
(2) Competency-Based Education and Basic S amily Life Peer Counseling Service; (4) ALP Child Care
Center; (5) College Local Educational Agenc nship (CLEAR) Program; (6) Transitional Program for Special
Needs Students; (7) Curriculum Development; ganization and Fiscal Management for Alternate Education;
(9) Governance and Parent Participation.

assurances/claims

External evaluations of ALP have shown that the project has greatly reduced absenteeism and dropout rates. Sixty-five percent of ALP students have gone on to four-year colleges; many of these students normally would not have pursued further education. Other measures have shown improved attitudes toward self and schooling.

implementation requirements

The scope of the ALP program allows for a variety of adoption possibilities. These range from the full ALP program, to one or more of the "ALP Special Focus Programs." Adoption of the total program involves: (1) staffing at school district teacher/pupil ratio; (2) training for adoption staff at local site (minimum three days start-up training); (3) designation of separate facility, or location within school building, for alternate program. Requirements for adoption of an "ALP Special Focus Program" will depend on the program adopted, the needs of the school district, and those of the adopting school.

financial requirements

Staffing: (1) may be either new staff or re-assigned personnel; (2) may be full-time or part-time, consistent with district teacher/pupil ratio. Equipment: available school district equipment is sufficient. Materials: (1) training materials provided at no charge; (2) program materials include those already found in most classrooms, as well as materials commercially available.

services available

An NDN-funded Developer/Demonstrator project.

Services available free of charge include: (1) awareness sessions; (2) consultation for program design and development; (3) consultation for proposal and funding applications; (4) inservice training for personnel carrying out adaptions of the ALP model; (5) technical assistance for implementation of adoptions of ALP; (6) resources and materials necessary for successful program adoption; (7) consultation for evaluation and development of evaluative methodologies.

contact

Charles B. Kenyon, Coordinator; Dissemination Services Alternate Learning Project; 1-1-E 235 Promenade St.; Providence, RI 02908. (401) 272-4154.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-86 Approved: 6/6/74

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PROJECT DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

descriptors

Educational Alternatives
Management By Objectives
Teacher Education

target audience

Grades 7-12. The original target group included the apathetic learner, the "discipline problem," the poor attender, and the potential dropout. The model also works well with the gifted, the talented, and the creative learner. In fact, most students function well in the DEEP management system.

description

A new method of organizing and managing an academic classroom.

The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows an instructor to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop, and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

assurances/claims

DEEP students had a 30% lower incidence of absenteeism than did non-DEEP students. The dropout rate significantly decreased compared to non-DEEP classes. Ninety-eight percent of those students completing DEEP classes continued on to graduation. Eighty-five percent of those students enrolled in DEEP classes completed at least six academically sound projects per DEEP class.

implementation requirements

The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school, or in a separate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, to modular, or to other types of flexible scheduling.

financial requirements

Paperbacks, magazines, movies, audiovisual equipment, and art supplies are important to the program. Financial costs were determined using blocks of 150 students as a unit. To initiate a DEEP class with all equipment and materials, costs $30 per student. Thereafter, maintenance, upkeep, and materials require $15 per year. Depending on the nature of the district and inservice procedures, the cost of the teacher training is $900 per 25 teachers.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site, although a three-day training program at the adopter's site is preferred. Follow-up services are provided (one to two days). Costs of training and follow-up may be shared, depending on situation and resources.

contact Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia;
Wichita, KS 67214. (316) 268-7801.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 76-82 Approved: 6/23/76

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PROJECT EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP)

descriptors

Pregnant Students
Family Life Education
Prenatal Influences

target audience

Any pregnant students in the public school system. These range in age from 11-19 and are primarily from grades 9, 10, and 11.

description

A special education program providing educational, nutritional, social and health services to expectant schoolage students.

With its program at the Family Learning Center the New Brunswick Board of Education is combating a number of factors well known in teenage pregnancy. These include poor academic motivation and achievement as well as a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The Family Learning Center (FLC) provides small classes with highly motivated teachers and emphasizes satisfactory academic achievement, maternal and child health, and nutrition.

Upon identification, a young woman is encouraged to transfer to the FLC, continuing her regular subjects there. In addition, she takes Family Life Education, which includes nutrition, planning and preparation of lunch, sewing and consumer education, and health. Areas covered in the health course include pre- and postnatal care of herself and her baby, the study of human reproduction, the labor and birth process, and birth control options She is assisted in reaching appropriate social agencies if they are needed, and informal rap sessions with the head teacher are encouraged. When the student enters the program, the nurse contacts her obstetrician, makes sure records are complete, follows her progress, and sees that regular appointments are kept. Tours of local hospital maternity facilities are arranged periodically.

A head teacher coordinates the program under the direction of the Director of Pupil Personnel. Four part-time and one full-time teacher, plus the part-time services of a nurse, a guidance counselor, and a grant-funded disseminator comprise the rest of the FLC staff.

After delivery and a two-week maternity leave, a student may continue her class at the FLC for six weeks before she is returned to the regular school. She, the other girls, and the new infants gain a great deal from this period of adjustment with the support and guidance of the staff. Eighty-nine percent return to regular school and graduate with their class. Prior to 1969, none did.

assurances/claims

Initiated in 1969 and validated in 1973 by ESEA Title III, the program (now supported by the Board of Education) has greatly decreased dropout rates of the students and improved birth weight of their babies. From 1969-73, only 19 of 177 girls dropped out of school, compared to a 100% drop-out-rate prior to the program.

implementation requirements

It is necessary to find a site other than those being used by non-pregnant students. Teachers may be drawn from the regular staff, but the program is best served by teachers who devote their working time exclusively to it. Cooking facilities are necessary. Books and teaching supplies are issued from the regular school classes. Food is purchased from Government Commodities through the Public School Food Services, with Board of Education funds for additional purchases. Baby furniture is also required on the premises during the students' postnatal stay in the program.

financial requirements

The program site may be home economics rooms, or even a church in the area. Primary costs are staff salaries and the breakfast and lunch program. Since the girls, while pregnant, are classified under state law as "chronically ill," there is partial salary reimbursement to Special Services, which would otherwise provide Home Instruction. State and national school meal programs provide further funds.

services available

An NDN-funded Developer/Demonstrator project. An ongoing program funded entirely by the New Brunswick Board of Education, ESSP also has New Jersey Title IV-C funds for dissemination.

Awareness materials are available at cost from the Family Learning Center and visitors are welcome by appointment at the New Brunswick site at no cost. On-site workshops are set up periodically. Program presentations may be given at other schools.

contact Anna Kelly, Dissemination Consultant; P.O. Box 877; Flemington, NJ 08822. (201) 782-8369.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-56 Approved: 5/14-15/74

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PROJECT

EXPERIENCE-BASED CAREER EDUCATION (EBCE)
[Northwest Regional Educational Laboratory]

descriptors

Educational Alternatives
Community Involvement
Interdisciplinary Approach

target audience

Secondary or post-secondary students (grades 7-14) are presently enrolled in versions of EBCE adapted to their needs, interests, and abilities. (Age restrictions are sometimes established by community resource sites.)

description

A competency-based alternative that asks students to step outside the classroom walls for a majority of their school time.

EBCE can be a full-time alternative operated as a separate program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement or extend traditional instruction. Teachers become managers or coordinators of student learning, and help students choose and use community sites (business, industrial, labor, cultural, professional, or governmental workplaces) as their primary curriculum resources. Students choose community sites for preliminary exploration followed by more intensive visits; out of the experience of these visits, they complete individualized projects that incorporate basic skills exercises, "life skill" applications, and career development exposures. Students are held accountable for their off-campus activities in various ways, including "action zones" for short- and long-range planning and a journal for recording and reflecting on their experiences. Before completing EBCE, students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory committee composed of parents, students, and representatives from education, business, and labor. Students receive credit and a regular high school diploma.

(One of four EBCE model programs that received JDRP approval simultaneously.)

assurances/claims

Continuous external and internal evaluation since 1972 has reinforced original predictions that students in EBCE would be able to make a smoother transition to adulthood because of their community experiences.

implementation requirements

Communities adopting EBCE report a much greater success when staff have had one week's training (with a one-week follow-up) in the new procedures this innovation requires. Some programs use separate facilities in the community; others remodel or use existing building space as an "EBCE Learning Center." Student transportation options need to be examined, as well as time and resources for community site recruitment and utilization.

financial requirements

EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

services available

Dissemination of this program has been supported by the NIE, and OE's Vocational Education Act -- Part D program.

Descriptive materials available at no charge. Set of five user handbooks, slide tapes, and related aids available at cost. NWREL also offers general classroom materials for teachers interested in use of community resources without the EBCE emphasis. Visitors welcome by appointment on first and third Tuesdays of each month. Project staff available to attend out-of-state awareness conferences (costs to be arranged). Training available at project or adopter site (costs to be arranged).

contact

Rex Hagans, Program Director; Education and Work Program; Northwest Regional Educational Laboratory; 710 S.W. Second Ave.; Portland, OR 97204. (503) 248-6893.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/6/75

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PROJECT FAR WEST LABORATORY (FWL) EXPERIENCE-BASED CAREER EDUCATION (EBCE)

descriptors

Experience Based Learning
Community Involvement
Career Education

target audience

Designed for a cross-section of high school students; adaptable to special target groups, e.g., "gifted" students, potential dropouts, adults, college students.

description

An alternative program of secondary education that uses the entire community as a school.

Through direct experience in a wide variety of real-life settings, EBCE helps students to acquire the skills and knowledge necessary for them to choose, enter, advance in, and find satisfaction in adult roles. Individually-planned learning programs utilize large and small businesses, governmental agencies, community organizations, and individual professionals and entrepreneurs. Learning is accomplished through individualized projects that blend growth in academic subjects, career awareness, and basic and interpersonal skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend much of their time in the community, working with volunteer resource persons and organizations. Seminars and other group sessions support and expand upon students' experiences and assure them broad exposure to major fields of study and work. Project Planning Packages (in Commerce, Communications and Media, Life Science, Physical Science, and Social Science) contain goals and guidelines for planning individualized projects in career/subject fields, as well as criteria for assigning credit.

Community experience enables students to discover the utility of basic skills and to expand their skills through practice in real-life settings. Students with skills deficiencies, as well as those desiring advanced study, use individualized materials (assisted by tutors); or they may enroll in regular high school or community college courses. Learning coordinators work with 25-30 students each, helping them to develop long-range goals, shorter-range objectives, and project plans. They also monitor progress, provide feedback, and help evaluate performance. A resource analyst develops and maintains the external resources; a skills specialist diagnoses student needs (e.g., in reading skills) and coordinates supplementary learning activities (such as tutorials or workshops in basic skills). Program emphasis is on helping students to acquire skills needed for lifelong learning. Using an inquiry process, students design their own projects under staff supervision. Program handbooks and materials offer guidelines within which students and staff make decisions, and tools for documenting student plans and progress.

(One of four EBCE model programs that received JDRP approval simultaneously.)

assurances/claims

Through evaluations in several settings with a variety of students -- using pre-post designs and comparison groups -- the program has demonstrated effectiveness in promoting growth in basic skills, career awareness, and interpersonal skills; enhancing motivation and mobilizing community support; and preparing graduates for college work.

implementation requirements

Staff required varies with size and scope of program to be implemented. Small programs operate with one staff person. May be implemented as a full- or part-time program for any number of students, provided that sufficient lead time is available. Can be installed in school classroom(s) or in a separate facility. Staff need offices for counseling students, class or seminar space for student meetings, and telephones for contacting community resources. Students need access to library and study area. Two weeks needed for staff training. Additional lead time for planning, developing community resources, printing forms, etc. varies with program size and scope.

financial requirements

Adopters indicate that the program can be operated at local per-student costs, with reassignment of personnel. Telephones for staff/student contact with community are essential. Start-up costs include staff release-time for training and preparation. Four-volume set of operational handbooks, $70; Guide to Adoption & Implementation Decisions, $3; Staff Development Handbook, $6; and Evaluation Planning Handbook, $6.

services available

Dissemination of this program has been supported by the NIE and OE's Vocational Education Act -- Part D program. An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Arrangements can be made for visits to demonstration sites. Planning assistance, training, and technical assistance in implementing and evaluating adoptions or adaptations is available at cost at either the developer's or the adopter's site. Project staff may be able to attend out-of-state conferences. (Situation determines how costs will be covered; limited cost-sharing may be possible.)

contact

Karen Chatham, Experience-Based Career Education; Far West Laboratory for Educational Research and Development; 1855 Folsom St.; San Francisco, CA 94103. (415) 565-3133.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/6/75

Compiled Winter 1977

PROJECT FLIT: Functional Literacy

descriptors

Basic Skills
Career Education
Remedial Reading

target audience Regular and remedial classes (grades 6-12), vocational education, adult education, adult basic education.

description *A functional reading literacy education program.*

FLIT is an educational program of task-related/functional-literacy training, developed originally by HumRRO (Human Resources Research Organization) for U.S. Army recruits with low reading ability. Since that time, the program has been revised into an educational program specifically for a wide range of students -- both children and adults -- who need to increase their functional reading skills. The program is designed for persons with at least a sixth grade reading ability who have difficulty in using their reading skills effectively.

The program has five learning modules. They are: How To Use a Table of Contents, Extracting Information from Textual Material, How to Read Graphs, How to Read Tables, and How to Use Indexes. The material can be used by a teacher in a classroom of 20-30 students, or in small groups, or as individualized self-paced instruction. The program is performance-oriented and has application over a wide range of job or task-related topic areas.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims Two types of assessment instruments were developed: (1) module proficiency tests administered before and after each learning module; (2) job-reading-task tests to provide overall measure of ability to perform job-reading tasks. Average reading skills increased from Reading Grade Level 5.2 before training to 7.3 after training. Data available on request.

implementation requirements The FLIT program is self-contained and special implementation requirements beyond a classroom are not required. Students using the program should have a decoding reading ability at about the sixth grade level for maximum effectiveness. Program can be implemented by a single student, a classroom, or a school system, depending upon the scope of needs.

financial requirements The financial requirement varies depending upon the amount of material ordered per student. Each module can be purchased separately. Average initial student costs for the full program are approximately $20-$30, with continuation costs somewhat less. Materials consist of teacher manual, student text, six evaluation pads, and five learning modules. Revised edition will be available in January 1978.

services available No special network funding supports this project's dissemination efforts.

HumRRO has staff members available to discuss the program with groups of teachers and administrators. Also, for large scale implementation efforts, HumRRO has inservice training workshops available with follow-up. Contact HumRRO for specific details.

contact Marsha Shearer, Senior Scientist; HumRRO; 27857 Berwick Dr.; Carmel, CA 93923. (408) 625-1347.

Developmental Funding: U.S. Army Research Institute USOE JDRP No. 74-22 Approved: 3/25/74

Compiled Winter 1977

PROJECT

FOCUS DISSEMINATION PROJECT

descriptors

Dropout Prevention
Humanistic Education
Group Counseling

target audience

Disaffected secondary students, all ability levels. Also, all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

description

A successful high school program for dealing with disaffected youth.

FOCUS provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. This program effected responsible institutional change and positive student attitude and performance by helping these students learn responsibility to self, school, and society. Through a group-counseling experience, the peer group's influence is guided to deal with the problems causing disaffection.

FOCUS is a "school within a school" for high school students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The FOCUS program seeks to: reduce student disaffection with school and learning; improve each student's grasp of basic skills; build a classroom culture that demonstrates the caring principle; improve each student's ability to relate effectively with peers and adults; give each student a reason to be optimistic about the future.

FOCUS is a highly structured program offering courses in English, social studies, math, and work experience. Instruction in FOCUS classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill-development and presented in relationship to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. FOCUS students take classes such as science, physical education, health, and electives in the regular school program.

All FOCUS students are involved in a group counseling experience, called FAMILY. Each FAMILY consists of 8-10 students and one teacher who meet together for one hour daily throughout the year. FAMILY attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

assurances/claims

A three-year evaluation (done at the original site) demonstrated that FOCUS improved student attitudes toward school, improved self-concept, increased academic achievement, and decreased disciplinary referrals, school suspensions, and absenteeism. Evaluation available on request.

implementation requirements

Many replication plans are possible, ranging from staff training in skills and strategies to enhance an existing program to a full-scale replication of the original site model. Size of program is determined by the number of target students identified by the adopter. Maximum advised for any one program is 75 students. Successful replications have been done in suburban, rural, and urban settings. The humanistic, caring emphasis of the program make it effective regardless of the ethnic or economic factors present at the replication site.

financial requirements

FOCUS staff training manual and curriculum manual are provided free to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. FOCUS staff are generally selected from existing employees, but will need release time to attend inservice training and prepare materials. This would be responsibility of adopter.

services available

An NDN-funded Developer/Demonstrator project.

Awareness presentations are usually arranged through the State Facilitator and/or State Education Agency staff to be held at locations convenient to participants. Visits to operational programs can be arranged directly through the FOCUS office or through your State Facilitator office. Inservice training is done at a site most convenient for participants. Follow-up services are arranged as needed within Developer/Demonstrator financial and time limitations. Program and services information are available at no cost.

contact

Sue Schillinger; FOCUS Dissemination Project; Human Resource Associates, Inc.;
121 E. Second St.; Hastings, MN 55033. (612) 437-3976.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-74 Approved: 5/29/74

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PROJECT INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

descriptors

Citizenship Responsibility
Social Studies
Community Involvement

target audience Students of all abilities, grades 9-12. Present materials adaptable to junior high (newly developed materials for grades 5-8 have been validated; national dissemination pending Joint Dissemination Review Panel approval).

description *A secondary social studies program designed "to turn students on to active citizenship."*

Rationale: National polls and IPLE tests have shown that secondary students do not have sufficient knowledge or skills to assume their political/legal rights and responsibilities. Consequently, IPLE was funded to design and field test units to provide secondary students with knowledge, understanding, and practical experiences in the political, governmental, and legal processes. Staff has trained over 400 teachers and works with educators in more than 30 states. With the increasing interest for law-focused education programs and the commitment being made by numerous states to develop effective citizen education courses for students, the IPLE model is particularly timely.

Curriculum: The curriculum, developed initially by the IPLE staff together with teachers and students in 14 New Jersey districts, comprises an integrated mixture of innovative printed and audiovisual materials, role-playing, simulation games, and practical experiences through internships and contact with community leaders. Crucial to the curriculum are the voluntary services of resource people who contribute their expertise. The League of Women Voters and the Bar Association work closely with the project. The three components are based on four curriculum guides: Voter Education, Government: the Decision Making Process, Individual Rights, and Fair Trial/Free Press. While there is a logical sequence from one component to another, each is independent and can be offered as a mini-course. Additionally, Juvenile Justice and Law and the Family are two new guides for the legal component. Hundreds of IPLE students in New Jersey and across the country not only acquire political and legal knowledge, and develop organizational, leadership and communication skills, but perhaps most importantly, successfully use their new abilities to register voters, to poll the electorate, to intern in local and county offices, and to involve themselves constructively in community-based activities.

Instruction: The program stresses a two-fold approach: (1) the acquisition of knowledge and skills, and (2) participation of students, first in classroom and school activities and then in the actual community, usually in local and state agencies. Field study and internships are vital aspects of the program. No specific instructional approach is required; however, an inquiry-oriented approach along with peer teaching is recommended.

assurances/claims In comparison with control group, IPLE students showed substantial gains in both cognitive and affective areas based on pre/post responses to the Test of Political and Legal Knowledge and an Activity Interest Scale. Many students have built upon their IPLE course experiences as demonstrated by their choice of college majors and of careers.

implementation requirements An adopting/adapting district agrees to: (1) implement the IPLE materials and model in a year-long course or in mini-courses; (2) have at least one teacher participate in a training workshop; (3) purchase the IPLE teacher curriculum guides; (4) assume the travel and per diem expenses for IPLE personnel to conduct follow-up consultations as they strengthen the adoption/adaption. To fully implement IPLE, attendance at a 3-5 day teacher training workshop is recommended. Experience has demonstrated that a stronger program results when administrator, teacher, and student attend together.

financial requirements Set of four curriculum guides, $25.25. Set of 30 student manuals for Individual Rights, @ $1.50 each, $45; implementation guide, approx. $100. Supplementary material includes: Juvenile Justice, $5; Law and the Family, $4; student leader booklets (nominal). Teacher training (cost dependent on location). No facility or installation cost.

services available An NDN-funded Developer/Demonstrator project.

Complimentary awareness materials are available and visitors may come to the project office and/or school demonstration sites by appointment. Staff will conduct awareness sessions and training workshops (either at project site or out of state), but travel and per diem expenses of IPLE personnel must be reimbursed in full or on a shared basis by adopter state.

contact Barry E. Lefkowitz, Director; 207 Delsea Dr. (Rte. 47); RD #4; Box 209; Sewell, NJ 08080. (609) 228-6000.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-92 Approved: 9/18/74

Compiled Winter 1977

PROJECT

PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA)

descriptors

Educational Alternatives
Cooperative Planning
Individualized Programs

target audience

Students of all abilities, grades 9-12 (HSC); students, parents, educators, and members of the community at large (CPCEA).

description

An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).

Public Schools of Choice has two components: High School in the Community (HSC), and the Community Planning Council on Educational Alternatives (CPCEA). Both have been supported by USOE since 1972.

HSC is a small, innovative alternative to the traditional high school. It was designed to provide a choice of learning environments within the public school system. All students entering HSC are dissatisfied with their previous school experience. HSC is a highly-personalized, humanistic program that seeks to improve students' attitudes toward learning and to give them a beginning sense of shared responsibility in the process of their education. Students, along with staff advisors, plan their own programs. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. The Career Orientation Program places students with volunteer teachers in various community institutions, and exposes them to work situations before they leave high school. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low teacher control and student competition, has emerged.

CPCEA (made up of city-wide representatives of parents, students, teachers, and administrators) provides advice and support for the implementation of suitable educational options. Goals are: (1) to enlarge the commitment and influence of the community in the education of its youth through development of a pluralistic system of education; and (2) to firmly establish schools of choice, including schools within schools, in the community as a first step in this process. CPCEA is a process whereby students, parents, and educators participate in decision making and in collection and dissemination of information on educational alternatives.

assurances/claims

Five years' evaluation by Educational Research Service (Yale University, 1970-74) and Systems Evaluation Research Associates (Fordham, 1975). In all areas measured, HSC consistently compared favorably with other high schools. Largest gains were made in students' reading skills and attitudes toward school.

implementation requirements

The project staff will train adopters who can demonstrate clear intent to implement the program. (A formal decision made by an appropriate policy-making body will most likely be involved.) There are three general levels of training available: (1) major adoption of the full program, (2) adaptations of one or more components, or (3) technical assistance to similar programs already in operation. The specific manner in which an LEA chooses to adapt Public Schools of Choice (in regard to staffing or facilities, for example) may be flexible.

financial requirements

Adoption of HSC in fact means starting a school. Specific cost depends on size of unit (from 50-300 students) and on other local factors (e.g., availability of volunteers from a nearby college). General operating costs reflect per capita expenditures of adopting school system. There are no additional costs for the adoption of CPCEA.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available on request. On-site visitations by appointment encouraged. Project staff will participate in workshops and awareness conferences nationwide, and can arrange one- or two-day presentations at potential adoption sites. A five-day workshop at D/D site (with as many members of adoption staff as possible present) is the most desirable training format, but other arrangements can be made. Costs for materials, traveling expenses, etc. will be negotiated. Follow-up assistance can be provided.

contact

Chris Angermann or Geoff Smith; Public Schools of Choice; 45 Nash St.; New Haven, CT 06511.
(203) 624-1357.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-45 Approved: 5/15/75

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PROJECT SENIOR ELECTIVE PROGRAM

descriptors

Independent Study
Education
Schedule Modules

target audience Students in grade 12.

description *A program exclusively for seniors designed to update curriculum in order to complement an open-space building.*

The Senior Elective Program was designed by students and faculty during the summer of 1971. Initiated to update curriculum in order to complement an open-space building exclusively for seniors, it included revamping the school calendar from four to five marking periods (called facets), each to conclude with a vacation period. Students are encouraged to telescope their traditional academic courses into the first three years of high school, thus leaving the senior year for 80 mini-elective courses developed for the program. Each senior is required to complete an independent study project, or a community involvement activity, or participate in a work experience activity. All seniors are randomly assigned to small discussion groups (or precepts) led by faculty members who provide support for the program and help students adjust. All seniors are allowed open-campus privileges.

No one teaching approach is required. However, teachers are encouraged to develop a series of methods conducive to teaching in open-spaced areas. Careful guidance is needed to make certain that students who plan to continue their education earn enough college entrance units during their four years of high school.

assurances/claims The program was evaluated by a series of tests that measured each objective. These included the Watson-Glaser Test of Critical Thinking, STEP in social studies, and several designed to measure students' feelings about self, school, and community. Results were compared with schools with traditional curricula. (Project validated in 1974.)

implementation requirements A commitment to adopt the essential elements of the program which are: Seminar discussion groups to implement and direct the Independent Study, Community Service and/or Work Experience; Mini-Courses as alternatives to traditional programs; Open Campus and Modular Scheduling (optional). Adopting schools will be given permission to use any or all of the mini-courses developed for the program. A compendium of these mini-courses is available at cost. A filmstrip presentation may be purchased outlining development, implementation, and evaluation of program. Full courses of study in social studies, industrial arts, business, English, and science are available.

financial requirements Replication costs will vary with staff and curriculum requirements of potential adopters. Provisions must be made for cooperative planning among students and staff. To some extent these costs could be a reallocation of current expenditures.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences only during specified times in November, February, and April (expenses must be paid).

contact Newton Beron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd., Rumson, NJ 07760. (201) 842-1597.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-91 Approved: 9/18/74

Compiled Winter 1977

PROJECT

ST. PAUL OPEN SCHOOL

descriptors

Community Involvement
Performance Based Education
Graduation Requirements

target audience

Students of all abilities, grades K-12.

description

An alternative school program using the concept of the open school to enrich the K-12 educational experience.

These basic elements distinguish the St. Paul Open School:

Advisor-Advisee System: Students select their own advisors, who have 10-23 advisees. Conferences before school begins are held among student, parent, and advisors to establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee meetings, and quarterly with parents. Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students. Shared Decision-Making: Parents, staff, students, and community members help make decisions in a number of areas, including budget, curriculum, hiring, and evaluation of students. Use of the World Beyond Building: Our building is viewed only as a headquarters. As part of their studies, students take hundreds of local field trips, work as interns or apprentices in local businesses, take classes at other area high schools, as well as college courses, and go on cross-country trips as part of their studies. Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competence-Based Graduation: There are no credits given at the St. Paul Open School. Students develop a graduation packet through validations in six major areas: (1) Career Education; (2) Consumer Awareness and Current Issues; (3) Cultural Awareness; (4) Community Involvement; (5) Information Finding; and (6) Personal/Interpersonal Skills. Consumer Action Service: Students learn their rights and responsibilities as juveniles and consumers while working on consumer problems referred to them. The Consumer Action Service (CAS) is a part of a class that combines basic skill-instruction with community service.

assurances/claims

Extensive standardized testing showed Open School students performed as well as or better than peers in St. Paul. Extensive use of questionnaires to parents, students, and graduates showed strong preference for Open School; 800-1,000 students on waiting list to attend. St. Paul Open School is accredited by North Central Association.

implementation requirements

Districts may adopt/adapt any of the above elements but must meet the following criteria: (1) high level district commitment to the program as an alternative; (2) voluntary participation of all teachers, administrators, students, and parents; (3) equal opportunity participation (not limited to achievement level, behavior pattern, sex, race, or economic group); (4) opportunity for parents, students, and staff to help make decisions regarding policy; and (5) curriculum reflecting a variety of opinions regarding such matters as political and economic systems and sex roles. Adoption/Adaptation may be a school within a school, single classroom, or entire school.

financial requirements

St. Paul Open School operated on average per-pupil expenditures for St. Paul, Minnesota. Exclusive of training, no additional funds are required (training costs cover either Open School staff traveling to local district or local district staff traveling to St. Paul). Open School has produced a variety of materials that are available at a nominal cost.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site. Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid). Training for adoption/adaptation is available in each of the elements described.

contact

Diane Rudquist; St. Paul Open School; 97 E. Central Ave.; St. Paul, MN 55101. (612) 222-7441.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-85 Approved: 6/6/74

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PROJECT URBAN ARTS PROGRAM

descriptors

Humanities
Workshops
Summer Programs

target audience

Daily art workshops are offered at junior and senior high level. All grades participate in events and exhibitions, in-school programs, and affiliate projects. Affiliate projects include teacher workshops.

description

A program used to improve the working relationship between schools and community arts facilities.

The Urban Arts Program establishes a daily working relationship between schools, community artists, and arts organizations. It is a response to two basic education needs: better use of the arts in education and better use of community cultural resources. Working artists supplement regular school instruction. The learning environment shifts to galleries, museums, practice rooms, and concert halls -- places where the arts are created, housed, and performed. Instruction focuses on process, giving all students an opportunity to experiment with the arts as they develop their own esthetic judgments. Urban Arts in Minneapolis implements this program through five strategies: daily workshops, in-school projects, events and exhibitions, affiliate projects, and summer programs.

Understanding of process is acquired by experiment, training, and practice through an instructional manner that is direct, immediate, and personal.

Adoption requires three two-day training workshops for school people, artists, and arts organization staff. Urban Arts can transmit features of program to no more than six adopter sites in one year.

For successful implementation there should be a project administrator and a secretary. Liaison teachers work for Urban Arts part of their teaching day, or spend a year out of the classroom helping to coordinate the program. Local artists serve as teachers. Teachers with special talents often work as artists for the program. Existing arts facilities in the community -- museums, galleries, workshops, concert halls, theatres, studios -- are heavily used.

Urban Arts has planned three workshops to implement adoption: two held at adoption site and one in Minneapolis. Adopting sites should plan to send a project administrator and representatives from the teaching staff and from the arts community to each workshop.

assurances/claims

An interjudge strategy of evaluation has yeilded a reliable and consistent success rating for program goals and objectives. Fifty randomly selected students kept daily journals which were analyzed and categorized as Pesonal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc.

implementation requirements

Initial implementation depends entirely on plans and resources of school and community. Project administrator and secretary needed. Urban Arts in Minneapolis can serve as a model and provide abstracts of workshops as well as copies of contracts and evaluation reports. Generally, however, the type of program established depends upon arts facilities and artists available in the adopter community.

financial requirements

For sale: Bibliography of Evaluations of Arts Programs in Education. For rent: 16 mm film, "Urban Arts," and slide-taped presentation. On-going maintenance, annually: $136,000. Per pupil cost was reduced from $127.50 to $5.70. Per pupil cost computed at maintenance level for 25,000 students is $5.44 annually. Funds should come from three sources: schools, community, and arts organizations.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Wallace Kennedy, Project Administrator; Urban Arts Program; 807 NE Broadway; Minneapolis, MN 55413. (612) 348-6257.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-27 Approved: 5/7/75

Compiled Winter 1977

SECTION 2

BILINGUAL AND MIGRANT EDUCATION*

Alphaphonics: Reading Readiness Training Program - California 7-9
A 26-week success-oriented reading-readiness program employing an organized phonics system, to be used as a foundation for any reading system or program.

Aprendemos en Dos Idiomas: Title VII Bilingual Program - Texas 2-3
A bilingual/bicultural educational program designed for low-income students of limited English-speaking ability.

project Catch-Up - California 7-12
A diagnostic/prescriptive laboratory program in reading and/or math.

project CHILD: Comprehensive Help for Individual Learning Differences - New York 2-4
A comprehensive program utilizing all possible community and other resources to help meet the physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.

Confluence of Cultures for an Affluent Tomorrow - Texas 2-5
A project designed to attack the problem of deficiency in English performance for the Spanish-speaking child.

Corpus Christi Follow Through Project - Texas 2-6
Students in kindergarten through third grade, especially from low-income families of limited English-speaking ability.

Early Prevention of School Failure - Illinois 4-16
A program designed to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance.

Early Prevention of School Failure Migrant Program (For Spanish and English-Speaking Children) - Illinois 2-7
A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could adversely affect later school performance.

Florida Migratory Child Compensatory Program - Florida 2-8
A diversified program for migratory students.

Houston Independent School District Bilingual Programs - Texas 2-9
A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.

Migrant Student Record Transfer System (MSRTS) - Arkansas 2-10
An educational and health system for migrant children K-12.

Modification of Children's Oral Language - California 8-8
A special program for training staff to work with students having language disabilities.

the Montevideo Follow Through Resource Center's Individualized Early Learning Program - Minnesota 4-27
A program consisting of a highly structured, sequential, individualized curriculum for mathematics and reading that leads to proficiency in the basic skills.

NOMAD: Needs and Objectives for Migrant Advancement and Development - Michigan 2-11
A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

Secondary Credit Exchange Program - Washington 2-12
A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

St. John Valley Bilingual Education Program - Maine 2-13
A project designed to meet educational needs of bilingual (French-English) students, K-11, through supplementary curricula in English and in the French language using performance-based objectives.

Training Migrant Paraprofessionals - Washington 2-14
Training system to prepare bilingual adults to teach reading, math, oral Spanish and English to preschool age through third-grade children.

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*Projects with multiple emphases may be listed under more than one section.

PROJECT APRENDEMOS EN DOS IDIOMAS: Title VII Bilingual Program

descriptors

Bilingual Education
Biculturalism
Reading Skills

target audience Pupils, grades K-2, of Mexican-American descent.

description *A bilingual/bicultural educational program designed for low-income students of limited English-speaking ability.*

This bilingual-bicultural program involves the use of bilingual teachers in kindergarten and grades 1 and 2. Classrooms are visited weekly by a project consultant with classroom experience. English reading readiness and aural-oral skills are introduced as soon as a child demonstrates minimal aural comprehension of English. English reading communication skills are then emphasized for the duration of the program. Parent commitment is promoted through the direct involvement of parents in many classroom activities. Participation in the program is voluntary.

(This project has been described in a Project Information Package now undergoing field testing.)

assurances/claims Participants tested September, 1976 and April, 1977 on the Inter-American Test of Reading and the Science Research Associates Achievement Test scored higher than the control group (.05 level of significance).

implementation requirements Can be adopted by individual classroom or school campus. Bilingual personnel are preferred; teaming a monolingual teacher with a bilingual teacher and teacher aide is workable. Bilingual materials are available from the State Education Agency, the Title VII project, and commercial sources; their use is recommended. A full week of staff development (inservice) one week prior to the beginning of school is recommended, followed by a monthly inservice program (one day per month).

financial requirements 1976-1977: $110,000 for nine classes (approximately 270 students). Costs for the program approximate the following figures for a bilingual education budget: materials and supplies, 5.09%; staff development, 15%; instruction, 77.79%; other, 2.11%.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out-of-state (costs to be arranged). Project staff can attend out-of-state awareness conferences (expenses must be paid).

contact H. Gene Bryant; Assistant Superintendent for Instruction; P.O. Box 110; Corpus Christi Independent School District; Corpus Christi, TX 78403. (512) 888-7911, ext. 270, 271.

Developmental Funding: USOE ESEA Title VII   USOE JDRP No. 75-76 Approved: 6/27/75

Compiled Winter 1977

PROJECT
PROJECT CHILD: Comprehensive Help for Individual Learning Differences

descriptors
Educational Disadvantagement
Community Involvement
Performance Based Education

target audience
Infants through adults of all abilities, English-speaking, French-speaking, or Spanish-speaking.

description
A comprehensive program utilizing all possible community and other resources to help meet physical, emotional, educational, and social needs of migrant farmworker and rural families, infants through adults, days, evenings, and weekends.

A child's education cannot take place in a vacuum -- isolated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evening, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12-hour day-program (Children's Demonstration School, Child Development Center) is complemented by: an evening educational component (In-Camp Learning Program) in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; training and employment of parents and older siblings as classroom aides (Aide Training Program); and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) identified, and evaluative devices determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity.

Since its validation, Project CHILD has been expanded to include the following year-round components: a Tutorial Program for school-aged children; an Adolescent Outreach Program for in-school and out-of-school youth; a Parental Education Program; a post-secondary opportunities program; and a Literacy Volunteers of America training program. A multi-media multi-ethnic Migrant Heritage Studies Kit has been developed to teach communities and students of all ages about migrant farmworkers and is available on a limited loan basis upon request.

assurances/claims
Evaluation is specified for each objective. Teacher recycles learner to other learning experiences if objective is not met. WRAT posttests indicate students gain three months in reading and math skills over five-week period. (New state mandates have eliminated the WRAT. Criterion-Reference, Denver Developmental, and California Achievement Tests are utilized for school-aged children, preschoolers, and adults, respectively.)

implementation requirements
An adopter/adapter should visit the program site to better determine which Project CHILD component(s) to adopt/adapt. Depending upon the adopter/adapter site needs, Project CHILD program components are replicable at individual local district or regional levels. Staffing, training, and facilities will depend upon components selected.

financial requirements
Several handbooks and inservice training manuals are available at a range of $2-$6. Primarily, teacher-made and student-made materials, created at a minimal cost, are utilized. When used, commercial materials are generally adapted for use in the various program components. Staffing for each component of Project CHILD includes a program coordinator, teachers and/or tutors, and trained target group paraprofessionals and volunteers.

services available
This project is participating in the NDN with Migrant funding.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact
Gloria Mattera, Director; Geneseo Migrant Center; State University College; Geneseo, NY 14454. (716) 245-5681.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 23 Approved: 4/9/73

Compiled Winter 1977

PROJECT CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW

descriptors

Bilingual Education
Biculturalism
Community Involvement

target audience

State program, grades K-1; Title VII, grades 2-7. Students of all abilities in both bilingual programs.

description

A project designed to attack the problem of deficiency in English performance for the Spanish-speaking child.

The goal of the Alice Bilingual project is students' successful achievement of educational goals using two languages, developing proficiency in both, but acknowledging English as the first language. The curriculum structure consists of performance objectives (for math, reading, language arts, culture and heritage), evaluation tests, and mastery charts of the objectives kept for each child. No single approach is used. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

(This project has been described in a Project Information Package now undergoing field testing.)

assurances/claims

Evaluation is done through pre- and posttesting of Inter-American Test Series (in Spanish and English), and the Science and Research Associates tests (English, mastery of objectives in all grades involved). Control groups are used. Final statistical results per year are available at cost of reproduction.

implementation requirements

State adopted bilingual materials K-3 information given upon request. Locally developed teacher-made tests to test for mastery of program objectives in reading, math, language arts, and culture and heritage, grades K-7. Tests are available at cost of reproduction. Adopting teacher should be certified in bilingual education, or be in the process of being certified.

financial requirements

Cost per pupil, Title VII, $210. 1977-78 budget of $181,000. Population 859, grades 2-7. The state and local share of funds available is approximately $1,000. This share covers housing, utilities, furniture, teachers, equipment, etc.

services available

No special network funding supports this project's dissemination efforts.

Visitors welcome on Wednesdays. Any materials available upon request at reproduction cost. Project Staff may be able to provide out-of-state training (expenses must be paid). Contact Dewey G. Smith at (512) 664-0981, ext. 30.

contact

Maria Claudina Hernandez; Alice Independent School District; 200 N. Reynolds St.; Alice, TX 78332. (512) 664-0981, ext. 41.

Developmental Funding: USOE ESEA Title VII USOE JDRP No. 75-56 Approved: 6/27/75

Compiled Winter 1977

PROJECT CORPUS CHRISTI FOLLOW THROUGH PROJECT

descriptors

Bilingual Education
Early Childhood

target audience

Students in kindergarten through first grade, especially from low-income families of limited English-speaking ability.

description

An early childhood education program that provides bilingual instruction, ancillary services, and extensive parent involvement to Mexican-American students in grades K-3.

The Corpus Christi Independent School District's Follow Through Program is a research and development program designed to extend the benefits of Head Start into the primary grades. The program is located at Lamar and Zavala Elementary Schools. The basic components of the program are bilingual instruction, parental involvement, social services, health services, and staff development.

The Instructional program of the Follow Through Project is based on the model developed by the Southwest Educational Development Laboratory (SEDL). The model is designed to meet educational needs of pupils from non-English-speaking and low-income families. The language development and reading components of the model stress the development of the child's communication skills in both Spanish and English. The social-educational program utilizes a multimedia approach to develop significant and functional social concepts. The model also includes a staff development component that provides materials and consultant services for continuous staff training.

The Follow Through Program is implemented within the district's organizational pattern for Instruction--Cooperative Teaching. Under Cooperative Teaching, a team of teachers work together to plan, implement, and evaluate the total instructional program for an aggregate of pupils.

Volunteer parent participation is encouraged. Parents are trained to act as classroom tutors and help with the construction of materials, and are encouraged to interact with and assist the students at home.

assurances/claims

Evaluation by Department of Planning and Evaluation. Kindergarten students had significant gains in mathematics and basic concepts from pre- to posttest and significantly higher posttest scores than control group on oral Spanish; students grades 1-3 scored significantly higher on posttest than projected from pretest and had significantly higher mean gain score than control on Inter-American Test of Reading (English).

implementation requirements

The decision to adopt the project should be supported by parents, teachers, principals, and administration. Extensive orientation training should be provided to all involved. Continuous staff development should also be provided to teachers and aides. Teachers and aides should be bilingual in English and Spanish. Implementation of the program should be progressive, beginning with kindergarten and first grade. Full implementation would require at least three years.

financial requirements

The financial requirements for implementation will be approximately $575 per pupil, excluding local maintenance. (Administration, 10%; Instruction, 55%; Health Services, 15%; Food Services, 4%; Parent Involvement, 16%. The "Instruction" category includes materials and supplies, supervision, and staff development.)

services available

A Follow Through Demonstration Site.

Awareness materials are available at no charge. Visitors are welcome (contact: Yolanda Gonzalez; P.O. Box 110; CCISD; Corpus Christi, TX 78403; (512) 888-7911, ext. 316). A slide presentation of the Follow Through Program will be shown at the Resource Center and a tour of the Zavala and Lamar campuses will be conducted by the Resource Center Specialist. Project staff available to attend out-of-state awareness conferences (costs to be arranged). Training sessions will be arranged during Summer, 1978.

contact

H. Gene Bryant, Assistant Superintendent for Instruction; P.O. Box 110; Corpus Christi Independent School District; Corpus Christi, TX 78403. (512) 888-7911, ext. 270-271.

Developmental Funding: USOE Follow Through USOE JDRP No.: 77-140 Approved: 9/1/77

Compiled Winter 1977

PROJECT EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (FOR SPANISH AND ENGLISH-SPEAKING CHILDREN)

descriptors

Early Childhood Education
Migrant Education
Intervention

target audience

Screening and curriculum planning program appropriate for migrant children in regular or short term programs. Teacher and parent training program included.

description

A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could adversely affect later school performance.

The Early Prevention of School Failure Migrant Program is a nationally validated program adapted for migrant children which provides the necessary screening assessment to determine the child's strengths and needs in developmental skill competencies. A follow-up education program is provided for teachers and parents to help those children identified with developmental lags to achieve the necessary developmental skills to prepare for formal reading and writing. The Early Prevention of School Failure Migrant Program was adapted for migrant children during the summer of 1974 by 10 migrant sites in the states of Illinois, Ohio, and Michigan, and 18 in Minnesota.

The directors of the summer migrant program selected the Early Prevention of School Failure nationally validated program during the spring of 1974 to assess the developmental level of children, ages four and five, entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. The migrant child often is introduced to many formal aspects of reading and writing at the age of six which may be considerably out of harmony with the child's development timetable.

The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Work in these areas provides valuable training for subsequent reading and writing experiences.

Literacy for America's Spanish-Speaking Children, written by Dr. Eleanor Thonis, and The Young Child Who Speaks Spanish, written by Dr. Doris Ching, provide studies stressing the importance of children developing many skills prior to successfully learning to read and write. The authors cite studies that support the program goals of the Early Prevention of School Failure Migrant Program. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

assurances/claims

The achievement gains (for Spanish dominant, English dominant, and bilingual students ages 4-6) as measured by three standardized instruments were statistically significant at or beyond the .05 level of significance using a one-tailed test of significance. Teacher and parent attitudes concerning the program were assessed and found extremely positive.

implementation requirements

Training and follow-up services include an initial two-day training workshop and a one-day follow-up consultant service. Local adopter district commitment includes a team composed of a principal, a classroom teacher, an aide and/or volunteer, and a special service staff member. No special facilities are required.

financial requirements

Staff training, $10 per child; Consumable materials, $10 per child; Subsequent costs: consumable materials, $5 per child.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (visits are scheduled monthly). Awareness sessions will be conducted. Training conducted at Illinois site or adopter site. Follow-up services available.

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 77-116 Approved: 4/19/77

Compiled Winter 1977

PROJECT FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

descriptors
Migrant Child Education
Language Arts
Occupational Choice

target audience Migrant and nonmigrant students beginning at age 2.9, and migrant students 14-17 years of age.

description *A diversified program for migratory students.*

In addition to its Language Arts program, this project offers an Early Childhood Learning program, incorporating learning laboratories that provide a rich variety of materials and equipment designed to meet the needs and interests of each child. The program emphasizes physical and dental examinations, nutrition, language development, social and personal development, and physical development.

Another program, Learn and Earn, is designed to help migrant students who are potential dropouts to develop skills for job placement. The program has three stages: (1) exposure to a variety of occupational experiences; (2) on-the-job training; and (3) job placement. Training experiences also help students to develop positive attitudes toward themselves, their peers, school, work, and the world at large.

assurances/claims Migrant students averaging three years in preshcool averaged 48 on the MRR. Nonmigrant students with one year of public kindergarten averaged 46 on the MRR. Migrant students in the tutorial program demonstrated a mean gain of one and one-half months for every 20 hours of instruction in overall reading achievement.

implementation requirements Implementation is by district. Training is required in varying degrees. (Summer workshops are available.) Some special facilities may be necessary (for instance, mobile homes converted into classrooms).

financial requirements Early Childhood -- $879 per student. Learn and Earn -- $675 per student. Tutorial (supplemental) -- $1,200 per full-time student and an additional $236 per student for migrant education. A wide variety of materials is used, including audiovisual equipment.

services available This project is participating in the NDN with Migrant funding.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site usually need pay only own costs). Training is conducted out-of-state for state or district migrant programs (exemplary project staff costs must be partially subsidized.) Project staff can attend out-of-state conferences (expenses are covered). A booklet listing objectives and skills for three-, four-, and five-year-old migrant students is free to migrant programs; otherwise, $1.98.

contact James A. Moore; Migrant Education Program; Florida Department of Education; Knott Building; Tallahassee, FL 32304. (940) 488-5470.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 21 Approved: 4/9/73

Compiled Winter 1977

PROJECT HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS

descriptors

Bilingual Education
Biculturalism
Staff Improvement

target audience

Students K-12.

description

A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.

This program is desinged to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in the educational process, and generally affecting a change in attitudes toward bilingual education. The intent of this program is threefold: (1) to improve student self-concent by raising the status of students' language and culture; (2) to increase students' achievement in all content areas in English or Spanish; and (3) to help students become fluent and literate in English. Initial instruction in all content areas is given in the students' native language, while a strong English language development program is provided. As students attain proficiency in English they are phased into instruction in English, but may continue instruction in Spanish language development and Spanish reading in schools where the program is provided through the sixth grade.

State-adopted materials are now provided for grades K-3. Other materials are provided through state and local funds for grades 4-6. In addition, curriculum guides, performance objectives, and other materials for all grade levels have been written locally.

At the secondary level, the program includes English as a Second Language for monolingual Spanish students, and several bilingual courses for students who have already attained some degree of bilinguality.

(This project has been described in a Project Information Package now undergoing field testing.)

assurances/claims

Language proficiency measured using Bilingual Syntax Measure and New York Language Assessment Battery. Achievement measured using objective referenced tests in each language, Interamerican Reading Series tests, and Iowa Test of Basic Skills for grades 3-6 (low-income urban Mexican-American students). Gains equal those of peers with no English limitation. Teacher training evaluated by structured classroom observations. Data collected yearly. Reports available.

implementation requirements

Teacher Bilingual Endorsement Requirements: Attend a 30 contact-hour bilingual education institute; pass a Spanish proficiency test; teach one year in a bilingual program classroom. Student Placement: LESA students are identified and placed in classes according to grade levels. Program Implementation: Under supervisory personnel, schedules are prepared according to the needs of individual campuses and in accordance with the State-wide Design of Bilingual Education.

financial requirements

The bilingual project is financed through local and state funds. The cost per pupil is approximately $500. This includes testbooks, supplemental materials, and staff development.

services available

No special network funding supports this project's dissemination efforts.

Locally-developed priced curriculum bulletins and materials and a free brochure on the program are available upon request. Visitors are welcome to see the program in the schools and at the bilingual resource center. (One week's notice is appreciated.) Project staff are available to attent out-of-state awareness meetings (costs to be arranged).

contact Raul Munoz, Jr.; Acting Director Bilingual Programs; Houston Independent School District; 3830 Richmond Ave.; Houston, TX 77027. (713) 623-5232.

Developmental Funding: USOE ESEA Title VII USOE JDRP No. 75-52 Approved: 6/24/75

Compiled Winter 1977

PROJECT MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

descriptors

Basic Skills
Early Childhood Education
Migrant Child Education

target audience

This program is designed for migrant children, preschool through secondary, and for teacher usage -- especially for teachers, teacher aides, nurses, counselors, and administrators.

description

An educational and health system for migrant children K-12.

This computerized system has 159 teletype terminals located in 44 states which serve all 50 states, Puerto Rico, Guam, and America Samoa. Terminals submit student data on migrant children K-secondary on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the United States Office of Education. The curriculum varies according to the established needs of migrant children at their various levels. Through the MSRTS, teachers have at their disposal special program, test, special interest, health, criterion, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

Presently the computer is being programmed to provide skill-based information on all children in the areas of reading, math, oral language, and early childhood skills. This information will then become part of the total history of every child in the development of his or her profile.

assurances/claims

Evaluations are conducted by each state in order to fulfill their requirements to the United States Office of Education. Criteria used in making evaluations are solely dependent upon the states. We have found that significant gains have been reported by some states. The most important achievement has been the graduation of a large number of migrant children nationwide.

implementation requirements

Interested adopters, who have migrant children in their school plant or LEA, simply need to write their state director of migrant education in their respective state, making them aware of the migrant children in their particular school. Materials and implementation requirements can also be requested from the state director in each state. All materials then can be provided each individual state without any cost.

financial requirements

In fiscal year 1977, the MSRTS costs were approximately $3.26 per child to maintain all school and health records on a migrant child in the U.S. as he or she moved about with his or her parents in search of agricultural work. LEA's assume other costs relative to the employment of personnel in their particular district.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome (Monday through Friday, 8:00 a.m. through 4:30 p.m.). Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff pays their own costs). Project staff can attend out-of-state conferences (expenses are covered).

contact Winford "Joe" Miller, Director; Migrant Student Record Transfer System; Arch Ford Education Building; Little Rock, AR 72201. (501) 371-2719.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 19 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT NOMAD: Needs and Objectives for Migrant Advancement and Development

descriptors

Diagnostic Teaching
Migrant Child Education
Career Choice

target audience

School Year Program: Students of all abilities in grades K-12. Summer Program: Students ages 2.5-17; young adults up to age 21 if they have not received a high school diploma. Family Unit: Total family, all ages, all abilities.

description

A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

The tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are an integral part of the curriculum. The teacher's role also includes counseling students in the following areas: social behavior; adjusting to new school situations and teachers; attendance; completion of school; and advantages of education. Teachers also serve as a liaison between the home and school.

The summer program is 6-8 weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, and reading, math, language arts, science, and social studies. Students 10 and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and agricultural science. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for entering school. Children are assessed individually and assigned developmental skills. Emphasis is on social, motor, and oral language development. Classrooms are staffed with a teacher and an aide, one of whom is bilingual; preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities are planned based on needs of participants. These include basic education, recreational program, and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses, and a Sunday Fiesta Celebration.

The Family Unit component is an evening program to encourage total family involvement. Its curriculum includes instruction in basic skills, home economics, and training parents in preschool education. Instruction is held in a van located at the migrant camps.

assurances/claims

All migrant students are pre- and posttested individually using Gates-MacGinitie Reading Tests and Metropolitan Achievement Test, math section. The latest test data (1976-77) show that students gained an average of 1.6 months per month of instruction in reading and 1.8 months per month of instruction in math.

implementation requirements

Elementary and secondary teachers are needed who are genuinely concerned with educating a disadvantaged and culturally different group. Others needed are aides, recruiters who are representative of the group to be served, administrators, and curriculum and evaluation personnel who will accept the challenge. Further requirements include sensitivity training on needs of migrant students and training in diagnosing needs and prescribing activities. Space is needed for individual or small-group instruction.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. Cost for staff depends on the local school district's salary schedule. The number of staff needed depends on the number of eligible students.

services available

This project is participating in the NDN with Migrant funding.

Awareness materials are available. Visitors welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.;
Lawrence, MI 49064. (616) 674-8091, ext. 214.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 21a Approved: 4/9/73

Compiled Winter 1977

PROJECT SECONDARY CREDIT EXCHANGE PROGRAM

descriptors

Learning
Dropout Prevention
Migrant Education

target audience

Migrant high school students who are unable to attend school due to the need to work with their families during school hours.

description

A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they were taking at their home-base school. They are given individualized and small group instruction and complete their course of study in the receiving school. Upon completion of the term their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually late afternoon or early evening. Certificated staff are employed and the content of the work is the very same as the student was taking at his or her home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English speaking students and students who have dropped out but wish to return to school or pursue a GED.

assurances/claims

Significant gains in enrollment are evident in numerical comparisons before and after implementation of a Secondary Credit Exchange Program. Gains can also be seen in terms of credits needed compared with credits earned, as well as in cumulative number of graduates.

implementation requirements

Adopter must have sufficient staff to provide a teacher-student ratio no greater than 1:10. Identification and recruitment staff are other requirements, as well as some kind of classroom facility. The program can begin with as few as three or four students in a tutoring situation, but the most practical size is 30-40 students. Project site visitation is recommended. Project director can provide inservice at adopter site.

financial requirements

Per pupil cost varies from $100-$150 per student depending on the district. Costs are primarily for staff salaries. A wide variety of materials already found in most classrooms is used.

services available

This project is participating in the National Diffusion Network with Migrant funding.

Dissemination of awareness materials. Visitors welcome. Project staff can attend out-of-state workshops and conferences and participate in inservice training. Expenses must be partially subsidized.

contact

David W. Randall, State Coordinator; Secondary Credit Exchange Program; P.O. Box 829; Connell, WA 99326. (509) 234-2021.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 77-113 Approved: 4/18/77

Compiled Winter 1977

PROJECT ST. JOHN VALLEY BILINGUAL EDUCATION PROGRAM

descriptors Bilingual Education
Biculturalism
Performance Based Education

target audience Bilingual students K-11. Supplementary French/English units for instruction in language skills K-11. Art, music, social studies, math K-5. Math, science, social studies, health/physical education, career education, business education 6-11.

description *A project designed to meet education needs of bilingual (French-English) students, K-11, through supplementary curricula in English and in the French language using performance-based objectives.*

The St. John Valley Bilingual Education Project has been in operation since 1970. Located on the Canadian border, the area is strongly influenced by both French and English languages. Bilingual influence is demonstrated by 70-75% of students entering school. The project attempts to capitalize upon the use of the students' mother tongue to teach skills and content while the students learn English and English-taught skills and content areas. The program in French consists of music, math, social studies, art, and French language skills (K-5); and math, social studies, science, French language/culture (6-11). The program in English includes similar content areas plus career education at the secondary levels. Key objectives are identified by teachers, Title VII Staff, and administrators. Instruction in French is 30-45 minutes daily at all levels, with English the remainder of the day. The program functions within the regular curriculum with local implementation by teacher/administrators, so that minimal interference occurs in school philosophy, educational philosophies, and classroom management procedures.

(The K-4 program has been named exemplary by the United States Office of Education upon recommendation by the American Institute of Research.)

(This project has been described in a Project Information Package now undergoing field testing.)

assurances/claims Standardized achievement tests, and student achievement on behavioral objectives for program in English and program in French. Evaluated annually. Longitudinal data indicates bilingual program participants achieve at or above national norms in reading, math, language arts. (Data K-10 available.)

implementation requirements Administrator-teacher in-service training; materials development to reflect bicultural element; wide availability of materials already in most classrooms. Project-developed materials: student booklets (35¢ to $2 each), curriculum guides, K-5 program in French ($7.50), posters, slides, educational games. (Price list available.) Teacher-developed curriculum packets for math, social studies, science, business education, health/physical education, career education. (Samples available at cost.)

financial requirements Program designed to function with minimal cost after federal funding ends (e.g., replenishment of booklets and project-related materials, approximately $3,000-$4,000 a year, K-12). No additional staffing required; program is supplementary to existing curriculum.

services available No special network funding supports this project's dissemination efforts.

General information available. Visitors welcome any time. Training is conducted at project site (adopting site must cover all trainer costs as well as own costs). Training conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses partially subsidized).

contact David Veilleux, Ass't Director; St. John Valley Bilingual Education Program; P.O. Box 210; Madawaska, ME 04756. (207) 728-4849.

Developmental Funding: USOE ESEA Title VII USOE JDRP No. 75-54 Approved: 6/24/75

Compiled Winter 1977

PROJECT TRAINING MIGRANT PARAPROFESSIONALS

descriptors

Paraprofessional School Personnel
Bilingual Education
Individualized Instruction

target audience

Training is directed at bilingual adult paraprofessionals with a high school education or the near equivalent who will be teaching small groups of children. Oral language component serves preschool age through first grade. Reading and math component age four through third grade. Academic preschool component age 3-5.

description

Training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool-age through third-grade children.

Although this developer program is oriented toward migrants, it can be used with any bilingual population if bilingual paraprofessionals do the actual teaching. The training and monitoring system relates only to the teaching skills used in the structured, mostly programmed component curriculum materials. Components (listed below) can be adopted separately.

There are two series of training instruments: one to train trainers (professional staff) in how to use the other series which they then use to train paraprofessional teachers. Both series use observation forms to record actual training/teaching behaviors with criterion performance levels. The monitoring system includes observation forms used to check maintenance of teaching behaviors, and measures adequacy of children's progress through curriculum mastery tests.

Language Component: In English, uses SRA DISTAR Language I and II (Science Research Associates, Inc.). Level I was translated into Spanish for the project by Bilingual Mini Schools, which is now making the Spanish edition available (at cost) for dissemination to other sites.

Reading Component: In English, uses Phonics Primer (Student Behavior Lab) followed by Sullivan Programmed Reading series (McGraw-Hill). In Spanish, uses project-developed primer Comenzando a Leer to prepare children to work in Aprendiendo a Leer (Behavior Research Labs).

Math Component: Uses Singer Sets and Numbers (Random House) with project adaptation.

Academic Preschool Component: Uses project-developed pre-DISTAR language (Spanish and English), pre-math (Spanish and English), and cultural activities; the Univ. of Kansas Follow Through handwriting levels; and reading primers and English and Spanish DISTAR identified above.

assurances/claims

Oct. 1977 evaluation: After 200 days, project children showed significant superiority to a project norm group of the same age in Spanish and English vocabulary, math, English, reading, preschool concepts, handwriting, and cultural knowledge. Tests: PPVT, WRAT, Preschool Inventory, BMHS Test of Cultural Concepts.

implementation requirements

Adopter site must purchase curriculum materials for component it wishes to adopt, and must assign a staff person as a trainer. This person must have adequate time away from other responsibilities. System also requires a paraprofessional tester to give mastery tests. The trainer must participate in training provided by the developer site in the use of the training intruments and monitoring system. (No charge for training.) Developer offers follow-up site visits and evaluation services to adopter on optional basis, adopter to pay costs.

financial requirements

Spanish DISTAR I (Bilingual Mini-Schools Pub.), $115 per set. Comenzando a Leer, $25; training instruments approx. $10 per paraprofessional, per subject area. For other prices, request project price list. Paraprofessionals teach six children per group; can teach multiple groups during day depending on number of subjects adopted. Trainer can supervise 6-10 paraprofessionals.

services available

An NDN-funded Developer/Demonstrator project.

Developer site plans one-week workshops in Feb. 1978 to train adopter-site personnel in use of training and monitoring system for language component. (One to be held at Moses Lake, Wash.; another at Grulla, Tex.) At each site during March 1978, one-day awareness sessions will be held for projects considering adoption of math, reading, or academic preschool components. (Developer charges only for materials in training workshops.) Language component ready for immediate adoption. Other workshops or awareness sessions to be based on demand.

contact

Beverly McConnell, Dissemination Coordinator; Training Migrant Paraprofessionals; N.E. 425 Maple; Pullman, WA 99163. (509) 332-5439.

Developmental Funding: USOE ESEA Titles I and VII, and OCD USOE JDRP No. 48 Approved: 4/9/73

Compiled Winter 1977

SECTION 3

CAREER OR VOCATIONAL EDUCATION*

Alternate Learning Project (ALP) - Rhode Island 1-3
A community-based alternative to traditional school, with emphasis on basic skill, career education, performance-based graduation, and parent and student participation.

Career Intern Program - Pennsylvania 3-3
A program aimed at dropout prevention at the secondary school level.

project ECOLogy (Environmental Career-Oriented Learning) - Washington 5-5
A project that has as its aim the infusion of ecological concepts, career information, and futures understandings into the learning world of children by utilizing a format that requires no major change in the existing learning climate.

ECOS Training Institute (ETI) - New York 6-7
A program offering workshops designed to assist diverse local school districts to infuse environmental or career education components into their curriculum.

Experience-Based Career Education (EBCE) [Appalachia Educational Laboratory (AEL)] - West Virginia 3-4
An experience-based career education program, operating in a community setting rather than in a traditional classroom.

Experience-Based Career Education (EBCE) [Northwest Regional Educational Laboratory] - Oregon 1-6
A competency-based alternative that asks students to step outside the classroom walls for a majority of their school time.

Far West Laboratory (FWL) Experience-Based Career Education (EBCE) - California 1-7
An alternative program of secondary education that uses the entire community as a school.

FLIT: Functional Literacy - California 1-8
A functional reading literacy education program.

Lincoln County Exemplary Project In Career Education - West Virginia 3-5
A program for improving a rural area school program with expanded career educational services by utilizing comprehensive career-orientation and exemplary activities.

NOMAD: Needs and Objectives for Migrant Advancement and Development - Michigan 2-11
A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

Occupational and Career Development - Georgia 3-6
A sequential career education program focusing on student awareness, exploration, and preparation.

Occupational Versatility (O.V.) - Arizona 3-7
An exploratory, pre-vocational experience for all students in a general, multiple-activity, industrial arts shop.

project R-3: Readiness, Relevancy and Reinforcement - California 7-48
A motivational basic-skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

RBS Experience-Based Career Education (EBCE) - Pennsylvania 3-8
A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and post-secondary plans.

Secondary Credit Exchange Program - Washington 2-12
A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

St. John Valley Bilingual Education Program - Maine 2-13
A project designed to meet educational needs of bilingual (French-English) students, K-11, through supplementary curricula in English and in the French language using performance-based objectives.

UCLA Allied Health Professions Publications - California 3-9
A three-year student-oriented program designed to introduce secondary school students to allied health occupations.

Vocational Reading Power (VRP) - Minnesota 7-68
A teacher-oriented program for reading development in junior and senior high vocational and nonvocational classes.

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*Projects with multiple emphases may be listed under more than one section.

PROJECT CAREER INTERN PROGRAM

descriptors

Educational Alternatives
Career Education
Dropout Prevention

target audience

Students who have been designated by school officials as having dropped out of school or as having the potential to drop out of school; grades 10-12.

description

A program aimed at dropout prevention at the secondary school level.

Applicants are dropout and potential dropout students from Philadelphia high schools. The selection criteria are: (1) lack of consistent school attendance; (2) inability to adjust to public schools; (3) no major disciplinary problems; (4) family adjustment problems; (5) negative shifts in academic achievement levels.

After prospective interns (students) are recruited, they are exposed to the Intake interview. They are also tested to determine if they have attained the minimum fifth grade reading level requirements for admission. They are then scheduled for Orientation and admitted to the program.

Interns are exposed to the following courses during the first phase of the program: Math, English, History, Science, Reading, Career Counseling Seminar, Cultural Arts, Typing, Graphics, Consumer Math, Humanities, and Foreign Language. In addition, career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consist of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks.

During the second phase, interns are exposed to individualized instruction and independent study. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue.

The third phase commences when the interns are prepared to graduate. College prepatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

assurances/claims

Formative and Summative Research Design utilizing several cohorts of experimental, control, and comparison groups. The rigorous research was conducted for approximately two years by an independent research firm.

implementation requirements

Staffing requirements include eight full-time instructors, a director, an administrative secretary, a receptionist/clerk typist, a school coordinator, an instructional supervisor, a career counseling supervisor, three counselors, two career developers, two associate professionals (an instructional aide and a counseling aide), a curriculum liaison/resource center specialist, four secretaries, and two custodians. Space requirements include eight classrooms, a counseling area, office space, and a lunchroom area. A school district is the usual unit of adoption, but the program could be implemented in a single school.

financial requirements

Annual cost per pupil, $2,384.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact C. Benjamin Lattimore, Director; Division of Special Programs; OICs of America, Inc.;
100 W. Coulter St.; Philadelphia, PA 19144. (215) GE8-9800.

Developmental Funding: National Institute of Education USOE JDRP No.: 77-119 Approved: 6/1/77

Compiled Winter 1977

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)]

descriptors

Work Experience Programs
Career Education
Performance Based Education

target audience

High school students who wish to learn about and explore career options through experience, those who want minimal entry-level skills, and those entering college who want to test tentative career choices.

description

An experience-based career education program, operating in a community setting rather than in a traditional classroom.

The Experience-Based Career Education (EBCE) program developed by the Appalachia Education Laboratory (AEL) is an alternative that has been implemented by the school systems of 20 states at the junior/senior level of high school. Through EBCE, students earn academic credits; explore the real dimensions of many careers; learn about who they are and what they want to become; and master some of the skills that they will need in order to successfully negotiate the complex world of adult living. Their goal should not be to train for one preselected job, but to discover by direct experience which career(s) they consider most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do their studying in the context of real sites with people in the community; not simply to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin to initiate plans for career development. Implementation of EBCE requires the training of two kinds of professionals not found in the traditional school: a learning coordinator and an experience-site analyst.

(One of four EBCE model programs that received JDRP approval simultaneously.)

assurances/claims

Student Attitude Survey, Comprehensive Tests of Basic Skills, Career Maturity Inventory, and JOBS (sex-roles stereotyping test) were administered pre/post to EBCE and comparison students during the last five years. Results favored EBCE students in cognitive and affective areas. Parents and employers commented favorably. EBCE graduates support and testify to its positive impact.

implementation requirements

The adopter should visit project site. The adopter may either buy the program, write a joint proposal with AEL, or secure funding on its own. The adopter may then arrange a local presentation of EBCE by AEL. The staff, including learning coordinators and an experience-site analyst, is selected, and training undertaken. Program materials and documents to accommodate one learning coordinator to 20 students are obtained. The adopter will then analyze sites and recruit students for the start-up, a process requiring approximately three to four months lead time.

financial requirements

The instructional "systems" for EBCE are highly structured, yet simple to operate; a price list is available. AEL has determined that implementation costs typically include: a feasibility study, learning coordinator and experience-site analyst training technical assistance, and travel and per diem for AEL technical assistance staff.

services available

Dissemination of this program has been supported by the NIE, and OE's Vocational Education Act -- Part D Program.

Awareness materials are available at cost. Visitors are welcome by appointment, both at project site and at other demonstration sites in project state. Project staff can attend out-of-state awareness conferences (expenses must be partially subsidized). Training is conducted at the project site (adopting site must cover all trainer costs, as well as own costs); training may be conducted out-of-state (exemplary project staff costs must be paid).

contact

Harold Henderson, Director; EBCE Program; Appalachia Educational Laboratory; P.O. Box 1348; Charleston, WV 25325. (304) 344-8371.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/6/75

Compiled Winter 1977

PROJECT LINCOLN COUNTY EXEMPLARY PROJECT IN CAREER EDUCATION

descriptors

Career Exploration
Guidance

target audience

Students in grades K-12 and drop-outs.

description

A program for improving a rural area school program with expanded career educational services by utilizing comprehensive career-orientation and exemplary activities.

The foundation for the school program is designed around activities that will promote positive attitudes toward: (1) all fields of work; (2) work as a means of obtaining many satisfactions; and (3) one's self in relation to work. The program is characterized by four major areas: (1) career awareness in grades K-6; (2) career orientation in grades 7-8; (3) career exploration and exposure in grades 9-10; and (4) career preparation, including intensive guidance and skill development, in grades 11-12 with expansion of vocational education offerings to include out-of-school youth.

assurances/claims

The academic work of students was improved through the implementation of career education. This has been documented by evaluation from Marshall University.

implementation requirements

A single teacher, a school, or an entire district can adopt. Training is required. (Trained teachers can be used as future trainers.) One or more project coordinators are necessary; existing staff can probably fill these posts. It is desirable that the staff have access to experts in the field of Career Education (perhaps at a local university). No special facilities are required.

financial requirements

Cost is approximately $22 per pupil.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Tom Miller; Lincoln County Vocational-Technical Center; P.O. Box 437; Hamlin, WV 25523.
(304) 824-5449.

Developmental Funding: USOE BOAE USOE JDRP No. 73-2 Approved: 12/13/73

Compiled Winter 1977

PROJECT OCCUPATIONAL AND CAREER DEVELOPMENT

descriptors Career Education
Career Exploration
Community Involvement

target audience Students of all ability levels, grades K-12.

description *A sequential career education program focusing on student awareness, exploration, and preparation.*

The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: (1) the student's evaluation of self-characteristics; (2) the exploration of broad occupational areas; (3) introduction to the economic and social values of work; (4) introduction to the psychological and sociological values of work; (5) consideration of educational and training alternatives; and (6) development of the student's decision-making skills related to the other goals.

Analysis of the above goals has led to the development of six elements (components) that have been incorporated into career education activities on all grade levels. These elements are: (1) hands-on activities; (2) role playing; (3) field trips into the community; (4) the bringing of resource people into the classroom; (5) subject matter tie-ins; and (6) introduction to occupations in the community relevant to students' interests and abilities.

The unit approach was chosen as the original structural framework for implementing career education because Cobb County teachers felt more comfortable with units. The concurrent and overlapping nature of the elements stimulated individual creativity and permitted flexibility within any given unit. Teachers were encouraged to plan unit activities relating to the curriculum and focusing on students' interests and abilities. Through the use of the six elements (noted above) and the unit approach, teachers were given a basic framework in which to develop activities to meet their students' needs.

assurances/claims Project evaluation conducted by North Carolina State University over a three-year period through tests with over 500 students (treatment and control). Process evaluation by Georgia Department of Education and USOE. Goals and objectives stated at project outset were achieved to a significant degree. Validated by USOE for replication.

implementation requirements Implementation could be on an individual teacher basis; however, effectiveness is increased if small groups of teachers are involved in staff development workshops, where concepts, materials, and suggested activities are introduced and experienced. Such workshops should be conducted with teachers grouped according to year/grade levels or subject areas.

financial requirements Elementary Curriculum Units (46), $60; Elementary-Middle School Curriculum Units (51), $70; Middle School-Senior High Units (30), $50; complete set of units (64), $80. Usually, existing allotments for staff development can be used. Additional per-pupil cost is negligible. Program costs can be managed through alternative use of existing materials and utilization of other material sources.

services available No special network funding supports this project's dissemination efforts.

Curriculum-centered units are available at cost to serve as unit guides. Visitors are welcome by appointment. No training is conducted on-site. Training can be conducted out-of-state on a limited basis (staff costs must be paid).

contact Judy Comer, Career Education Coordinator; Cobb County Public Schools; 47 Waddell St.; Marietta, GA 30060. (404) 422-9171.

Developmental Funding: USOE BOAE USOE JDRP No. 74-7 Approved: 12/17/73

Compiled Winter 1977

PROJECT OCCUPATIONAL VERSATILITY (O.V.)

descriptors

Industrial Arts
Career Education
Independent Study

target audience

Major focus: Middle School and/or Junior High School Industrial Arts. Additional focuses: K-12 Industrial Arts/Vocational Education; K-12 Career Education; 7-12 Home Economics and Art.

description

An exploratory, pre-vocational experience for all students in a general, multiple-activity, industrial arts shop.

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Through out this learning procedure, the educator creates the scene in which the learner functions, and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors from a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers.

The O.V. method has been expanded into four phases: The Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase, for the high school. Efforts are underway to merge the O.V. method with the American Industry Project, a study of the free-enterprise system. Adaptions of the O.V. method have also been applied to the home economics and art areas.

(This project was originally developed and validated at the Highline School District, Seattle, Washington.)

assurances/claims

Evaluation Manual is available that catalogs procedures and instruments used and results obtained. The six test sites were located in both urban and suburban areas. The data indicated that the O.V. method is superior to a teacher-directed method in developing self-sufficiency, productivity, and adaptability.

implementation requirements

O.V. is more commonly adapted than adopted; specific requirements are not listed here, due to the flexibility of adaptions. The O.V. Installation Manual has worksheets that cover all expenses and obligations. A workshop and/or visitation to demonstration sites (not mandatory) will assist the adapter in determining the extent of implementation desired.

financial requirements

Installation costs vary greatly, since they depend on what materials are available and what degree of implementation a district wants. Installation Manual has a section intended to aid adopter in determining the cost of desired program. Installation Manual may be purchased for $13.50 (including postage and handling) from: Jim Grossnicklaus; Albany Union H.S. District 8J; 2310 South Elm St.; Albany, OR 97321.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge or at cost. O.V. has 24 trainers and/or presenters throughout the country. A listing of these trainers may be obtained from the project office. Awareness presentations and workshops are available at demonstration sites and/or adapter sites (costs to be arranged). Demonstration sites (both at project and out-of-state) may be visited by appointment at any time during the school year. Training and implementation services are provided at project site and adopter site (costs to be arranged).

contact

John Lavender, Director; Occupational Versatility; Division of Technology; Arizona State University; Tempe, AZ 85281. (602) 965-7410.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 12 Approved: 4/16/73

Compiled Winter 1977

PROJECT RBS EXPERIENCED-BASED CAREER EDUCATION (EBCE)

descriptors

Career Education
Community Involvement
Basic Skills

target audience

Students of all abilities grades 9-12. Teachers who develop community-based learning activities for students. School/community cooperation groups. (Originally approved by the JDRP as a 9-12 program, this program now also operates in eighth grade.)

description

A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and post-secondary plans.

This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth of student perceptions of their environment; enhanced motivation to learn; and increased abilities to plan, solve problems, make decisions, and take action. Three interrelated components form the Research for Better Schools Experience-Based Career Education Program: Career Development, Career Guidance, and the Academic Resource Center. The most visible, and the one that distinguishes this EBCE program from other educational programs, is Career Development. This component directs students into the community for contact with working adults and for career explorations. Career Guidance is the component that helps students to correlate their job-site activities with personal and academic interests, needs, and skills. This integration is accomplished through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communications skills. The existing school program provides the remainder of students' academic needs.

RBS EBCE is designed to be part of the existing school program. Once a week students leave school and spend the day in the community at a business, government office, or service agency participating in specific preplanned activities. Students spend two periods a week in group guidance sessions. The guidance sessions serve as both an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences. The group works with a process skills curriculum, The Career Clarification Program: A Problem-Solving Approach, which has been designed primarily for students in their first year of the program. RBS EBCE was not developed for use in a rigid, predetermined manner. It is meant to be stretched and molded to fit the circumstances of the particular community and school district. The program is still operating at the demonstration site in Philadelphia. It is also being used nationwide in school districts that reflect diverse demographic and geographic characteristics.

(One of four EBCE model programs that received JDRP approval simultaneously.)

assurances/claims

An experimental evaluation design was conducted at the demonstration site from 1974 through 1976. Experimental and control groups were tested using eight standard instruments to measure career maturity, attitude toward learning environment, self-concept, and basic skills. Results support program effectiveness in all areas. The program also appears to reduce school dropout rates.

implementation requirements

Existing staff is utilized to develop and implement this program. There is, however, a need for a redefinition of traditional roles and an extension of these roles into the community. The learning activities that take place in the community are structured by school people in cooperation with community participants. The guidance curriculum will be a new type of situation for some school staff, and the individualized instruction in the basic skills will represent a new challenge for others.

financial requirements

RBS offers a set of administrative guides, curricula, and procedure handbooks for approximately $70. Student materials for the guidance curriculum cost $5 per student. Significant costs are involved for materials to implement an individualized learning center. Staff time is required for initial recruitment of the community and development of community-based learning activities.

services available

Dissemination of this program has been supported by the NIE, and OE's Vocational Education Act -- Part D program.

RBS materials and services provide local school districts with support necessary to plan, adapt, implement, operate, evaluate, and continue to develop their own EBCE program. Available materials include: overview, planning, implementation, and evaluation materials. Available services include: awareness sessions, planning sessions, training workshops, technical assistance, and evaluation services.

contact

Michaelita Quinn, Project Director; EBCE Program; Research for Better Schools, Inc.; 1700 Market St.; Philadelphia, PA 19103. (215) 561-4100, ext. 356.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/6/75

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PROJECT UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS

descriptors

Health Occupations
Instructional Materials
Career Education

target audience Secondary students.

description *A three-year student-oriented program designed to introduce secondary school students to allied health occupations.*

The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer them positive educational experiences to encourage and motivate them to continue their education; to give them skills and information with which they can compete in the world of work and move upward in it; to give them a better understanding of the health field and make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives are based on inventories of tasks requisite to specific health careers, ranging from "Bio-medical Photography" to "Ward Management."

assurances/claims This project -- as it was applied in a number of Los Angeles area high schools -- was evaluated by Dr. Clarence Fielstra. The results of his evaluation are available for a nominal fee upon request.

implementation requirements For one classroom, a minimum of one instructor is needed who will serve as both instructor and coordinator. For more than one class, one instructor per class, in addition to the coordinator, will be needed. Clinical instructors are needed at health care facilities. Also necessary for implementation are the teacher manual, the student manual, and a program guide for the coordinator. Normal classroom facilities provide sufficient space.

financial requirements Cost depends on materials selected from the catalog and on the number of students.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. No training is conducted at the project site. Training may be conducted out-of-state. Project staff may be able to attend out-of-state conferences.

contact Miles H. Anderson; University of California Extension; Allied Health Professions; 617 UNEX Bldg.; 10995 LeConte Ave.; Los Angeles, CA 90024. (213) 825-2[illegible]08.

Developmental Funding: USOE BOAE USOE JDRP No. 73-1 Approved: 12/13/73

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SECTION 4

EARLY CHILDHOOD/PARENT READINESS/PARENT INVOLVEMENT*

Added Dimensions to Parent and Preschool Education - Colorado 4-5
An early-childhood education program built on the belief that parents are their child's first and most effective teachers.

Alphaphonics: Reading Readiness Training Program - California 7-9
A 26-week success-oriented reading-readiness program employing an organized phonics system, to be used as a foundation for any reading system or program.

Baptist Hill Kindergarten - Alabama 4-6
A school readiness project for five-year-old children who are educationally disadvantaged.

Behavior Analysis Resource Center (BARC) [Pratt-Arnold School, Philadelphia, PA] - Pennsylvania 7-11
A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis Program.

Child-Parent Centers Activity (CPC) - Illinois 4-7
An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

Clinch-Powell Educational Cooperative: Home-Based Early Childhood Education Program - Tennessee 4-8
A home-based early childhood education program using parents as the primary teachers of their own children.

Communication Programs (formerly A Model Preschool Center for Handicapped Children: Communication Programs) - Washington 4-9
A program designed to help young children who have a variety of communication and language handicaps.

Community School 77 Bronx - Behavior Analysis Follow Through Program - New York 4-10
A public-school K-3 program for income-eligible children.

Comprehensive Training Program for Infant and Young Cerebral Palsied Children (C.P. Project) - Wisconsin 4-11
A program serving children three years of age and younger having the primary disability of moderate-to-severe neuro-motor handicap with physical impairment severe enough to limit motor activity.

COPE: Cognitively Oriented Pre-Primary Experience - Pennsylvania 4-12
A comprehensive pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

Dale Avenue Early Childhood Education Project - New Jersey 4-13
A performance-objective individualized curriculum for pre-kindergarten through third grade.

Dayton Follow Through Program - Ohio 7-19
A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons in reading, math, and language.

Developmental Play (DP) - Florida 4-14
A training program for adults to work with young children in relationship-focused activity-based intervention program.

Early Childhood Education -- All Day Kindergarten - Ohio 4-15
A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.

Early Prevention of School Failure - Illinois 4-16
A program designed to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance.

EVERY CHILD A WINNER With Movement Education - Georgia 10-4
A movement education program providing success experiences for all children regardless of physical ability.

Exemplary Center for Reading Instruction (ECRI) - Utah 7-24
An inservice program for teachers of all ability-level students in reading and language skills instruction with expectations of 95-100% mastery.

Family Oriented Structured Preschool Activity (Seton Hall Preschool) - Minnesota 4-17
A program that prepares the parent to be the child's first and most significant teacher.

Flint Follow Through Project: A Parent Implemented Program - Michigan 7-26
A parent-implemented program using the Distar Instructional System to teach reading to low-income K-3 children.

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*Projects with multiple emphases may be listed under more than one section.

project Follow Through (East St. Louis Board of Education) - Illinois 4-18
A comprehensive early childhood program for students, grades K-3.

Follow Through: Individualized Early Learning Program 4-19
A comprehensive program to sustain gains that children from low-income families make in preschool programs.

Follow Through - Portageville Unit - Missouri 4-20
A highly structured behavior modification approach to primary education.

project Home Base - Washington 4-21
A program for "helping parents teach their own."

Home Start - Iowa 4-22
A readiness program for preschoolers who have been identified as showing a need for professional services before formal schooling takes place.

Indianapolis Behavior Analysis Follow Through Project (I-BAFT) - Indiana 4-23
A program using the Behavior Analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling.

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Process Technology - Nebraska 7-34
A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

Interdependent Learning Model (ILM) - Georgia 4-24
A comprehensive program, actively involving parents, that emphasizes affective and cognitive development, and provides health, psychological, and social services as needed.

Kansas City Behavior Analysis (BA) Follow Through Project #1: Resource Center - Kansas.................. 7-37
An individualized, motivational K-3 basic skills program.

Lebanon Follow Through Responsive Education Program - New Hampshire 4-25
A program providing comprehensive services for low-income children in grades K-3.

Le Flore County (Mississippi) Follow Through Resource Center - Mississippi............................... 7-39
A program, based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey, which blends open-ended child-initiated activities with teacher-structured lessons.

MECCA: Make Every Child Capable of Achieving - Connecticut... 4-26
An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.

Migrant Student Record Transfer System (MSRTS) - Arkansas.. 2-10
An educational and health system for migrant children K-12.

the Montevideo Follow Through Resource Center's Individualized Early Learning Program - Minnesota........ 4-27
A program consisting of a highly structured, sequential, individualized curriculum for mathematics and reading that leads to proficiency in the basic skills.

Northern Cheyenne Follow Through Project - Montana... 4-28
An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher aides.

Oakland Unified School District Follow Through Program - California...................................... 4-29
An interdisciplinary approach utilizing a literature-centered curriculum for students in kindergarten to grade 2.

PAL: Pupils Advancing in Learning - Colorado... 7-43
A supplementary program using individualized instruction to improve reading skills.

Parent-Child Early Education Program (Saturday School) - Missouri.. 4-30
A program available to all preschool children, birth through four, structured to increase each child's chances of success in school.

Parent Readiness Education Project (PREP) - Michigan... 4-31
An early-intervention project for academically high-risk preschool children, in which parents attend classes to learn to become effective change agents for their own children; and high school students learn pre-parenting skills while working with children.

PEECH: Precise Early Education for Children with Handicaps - Illinois.................................... 8-12
An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Perception+ (formerly Project SEE) - New Jersey 4-32
A prerequisite to any formal learning discipline.

the Portage Project: A Home Approach to the Early Education of Handicapped Children - Wisconsin 4-33
A home-teaching program serving multi-categorical handicapped children from birth to six years of age.

PREDICT-1: Pre-kindergarten Education for the Disadvantaged Child -- Title I - Iowa..................... 4-34
A program designed to provide individually-prescribed educational activities for disadvantaged children, age four.

Program for Children with Down's Syndrome (formerly A Model Preschool Center for Handicapped Children: Down's Syndrome Programs) - Washington 4-35
A program designed to accelerate and maintain developmental gains of children with Down's syndrome; to give help and training to their parents; to develop a transportable model; and to provide an exemplary demonstration program.

Public School 243/Bank Street College Follow Through Program - New York 4-36
A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

Richmond (Virginia) Follow Through Resource Center - Virginia 4-37
A program teaching parents to establish a home environment receptive to learning, to participate actively in their children's education, and to promote their children's self-esteem and learning abilities.

the Rutland Center -- Developmental Therapy Model for Treating Emotionally Disturbed Children - Georgia 8-16
A community-based psychoeducational facility which offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

School Volunteer Development Project - Florida 7-56
A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

SEAPORT: Student Education Assuring Organized Reading Techniques (formerly Remedial Reading and Home/School Liaison Program) - Rhode Island 7-58
A program using both a school-based and a home/school liaison approach to remedial reading problems.

project STAY: School To Aid Youth - Oklahoma 4-38
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

Strategies in Early Childhood Education - Wisconsin 7-60
A continuous growth program bridging the gap between preschool, kindergarten, and first grade.

Title I ESEA Preschool - Alabama 4-39
An early childhood diagnostic/prescriptive program that provides individualized instruction for each child.

Title One Corrective Reading Program (TOCR) - Kansas 7-65
A referral corrective reading program for grades 2-6.

Training Migrant Paraprofessionals - Washington 2-14
Training system to prepare bilingual adults to teach reading, math, oral Spanish and English to preschool age through third-grade children.

Trenton Follow Through: Behavior Analysis Approach - New Jersey 4-40
Complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

Tulare Follow Through - California 4-41
A language development and social education program intended to provide low-income children with a broad range of services.

project Understand: Arlington's Title I Program (formerly Arlington's Title I Program) - Massachusetts 7-66
A program to help strengthen reading, language, and math skills in children grades K-6 who need a supplementary learning experience.

Waukegan Follow Through Demonstration Resource Center - Illinois 4-42
A behavioral analysis approach program emphasizing the basic skills of reading, math, and language arts.

PROJECT ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

descriptors

Early Childhood Education
Parent Education
Identification

target audience

Preschool children of all abilities, ages three and four, and their parents. The program is appropriate for a wide range of communities: urban, suburban, and rural, middle- and low-income. It can be supported by tuition payments, Title I funds, or local school district funds.

description

An early-childhood education program built on the belief that parents are their child's first and most effective teachers.

Added Dimensions offers a comprehensive program with four interrelated components: Preschool, Parent Involvement, Developmental Screening, and Home Visits. For districts with no preschool and parent programs, the Added Dimensions Program offers a comprehensive plan for beginning one. For districts with some existing programs in these areas, it offers the opportunity to add components to enhance them.

The Preschool Program offers twice-weekly sessions of 2½ hours each to all three- and four-year olds in the school district. The curriculum includes objectives in the areas of personal-social development, motor development, aesthetic development, language development, and cognitive development. It stresses a "hands-on" approach with individual attention to children with special needs.

The emphasis of the Parent Involvement Program is on reinforcement of the concept that parents are the most influential educators of their children, and on providing support to parents in their role as educators. Parent activities include two to six preschool sessions with their child, regular work assignments at the preschool, small-group discussions led by trained teachers, and large-group meetings.

The Developmental Screening component utilizes the Denver Developmental Screening Test (DDST), a widely-used screening tool that can be administered by trained paraprofessionals. It points up any developmental lags a child may have. Parents are involved in the screening procedure and discuss results with the teacher assistant. This helps parents to see their own child realistically, and to begin their association with the school on a note of shared concern.

Through the Home Visiting Program, every family receives an initial visit during which the DDST is given. Those families that would benefit from follow-up calls are visited on a bi-weekly basis. Most families are visited again at the end of the school year to discuss the child's progress. Play Materials Lending Libraries are located throughout the district, and home visitors can select appropriate activities to take to the home.

assurances/claims

Kindergarten scores on the Comprehensive Test of Basic Skills showed that children who had attended the Added Dimensions Preschool Program had higher test scores than those who had not. Attendance of parents at educational meetings increased by over 60% during the time that Title III funds were available.

implementation requirements

School district commitment: District should provide as many support services as possible. This allows tuition or grant money to be spent on direct educational services to children and families. Staff: Certified head teachers with training in early childhood education and group discussion methods. Teacher assistants with six quarter-hours of college credit in early childhood education and inservice training in home visiting, developmental screening, and curriculum (10-15 hours). Facilities: The program can be implemented in one school or district-wide. If space is not available in schools, churches and other buildings can be used.

financial requirements

Costs for one preschool center, serving 160 children and their parents: equipment and materials to start center, $16,000; staff (one certified teacher and four teacher assistants), $22,000; project materials (including curriculum guide and teacher handbooks), $12. Estimated cost per child per year, $190. Costs will vary from district to district, depending on how much initial equipment needs to be purchased.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). Training programs are available at project site and at adopter site (project staff expenses must be shared).

contact

Betty Benjamin, Coordinator; Early Childhood Education; Jefferson County Public Schools;
1209 Quail St.; Lakewood, CO 80215. (303) 234-7000, ext. 346.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-46 Approved: 5/15/75

Compiled Winter 1977

PROJECT BAPTIST HILL KINDERGARTEN

descriptors Early Childhood Education

target audience Kindergarten Students.

description *A school readiness project for five-year-old children who are educationally disadvantaged.*

Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psycho-motor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent involvement component.

One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive with appropriate colorful furnishings, open shelving, and displays of students' art.

It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance and variety of this material enables teachers to vary their approaches to meet the individual learning styles and needs of these five-year-olds.

assurances/claims The Test of Basic Experiences (TOBE) was employed to measure student achievement. The mean pretest stanine was three, the mean posttest stanine was six.

implementation requirements Any system with a teacher certified in early childhood education and an aide trained through inservice can purchase the necessary materials (see materials list) and begin a class similar to this project. Most systems which have adapted this project have visited one or more times.

financial requirements In addition to a teacher and aide who have had inservice training together and appropriate furniture for five-year-olds, $2,500 would be adequate to begin one unit like this project. However, the more materials and equipment which can be purchased, the more successful the project will be.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome at the project site September through May, five days a week, from 8:00 a.m. to noon.

contact Marjorie E. Maddox; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037. (205) 382-2665.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-102 Approved: 10/18/74

Compiled Winter 1977

PROJECT CHILD-PARENT CENTERS ACTIVITY (CPC)

descriptors

Intervention
Parent Participation
Language Arts

target audience

Educationally deprived pupils from low-income families, preschool and kindergarten. Parents are also included in program. The activity is easily adapted/adopted for any audience. The original validation of the CPC activity included Levels 1, 2, and 3. These three levels are currently not included in the activity.

description

An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

Located in 24 specially designed facilities, the Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for kindergarten and preschool children. Supplementary and supportive services are provided by school nurses, licensed practical nurses, social workers, speech therapists, counselors, and curriculum specialists.

This activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

Data obtained from the Metropolitan Reading Readiness Test administered at the end of kindergarten indicated that 82% of the children were ready to read as compared with 69% of the average population. Currently data are collected from the CTBS Level A Test.

implementation requirements

Smallest unit is a preschool-kindergarten classroom enrolling 40 children and a parent room. Parent room should include stove or hotplate, refrigerator, sewing machine work area, and study area. Staffing, two teachers. The parent-resource teacher may be part-time if only one classroom is used. The parent program may be adapted/adopted in conjunction with the adopting district's existing programs.

financial requirements

Instructional materials, $100/child; materials for parent component, approximately $2,300.

services available

This project is a Title IV-C-funded diffusion project in the Illinois Diffusion Network. No other special network funding supports this project's dissemination efforts.

Services available through this funding will be given on request. Awareness materials are available. Visitors are welcome by appointment. Training is available at the project site. Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact

Velma Thomas, Director or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; Room 1150; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4585 or 4590.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-31 Approved: 4/29/74

Compiled Winter 1977

PROJECT CLINCH-POWELL EDUCATIONAL COOPERATIVE: Home-Based Early Childhood Education Program

descriptors Early Childhood Education
Parent Participation
Home Instruction

target audience Three- to four-year-old children and their parents.

description *A home-based early childhood education program using parents as the primary teachers of their own children.*

This program, operated in four county school systems, consisted of an integrated three-phase approach to early learning: (1) The television component consisted of a daily program that the parent and child were encouraged to view. This served as a catalyst for getting parent and child mutually involved. "Captain Kangaroo" was used. CBS provided the cooperative's Executive Director with an advance copy of each week's "Captain Kangaroo" script. A curriculum specialist, employed by the cooperative, used the scripts in planning the curriculum materials. (These materials are presently being distributed to agencies in over 20 states that are operating early childhood education programs.) The curriculum materials consisted of a "parent's guide" and related activities. Supplemental materials with the "parent's guide" were provided to the classroom teacher and home visitors. (2) The home visitation component was conducted by home visitors who, once each week, visited the homes of each of the children enrolled in the program. Depending on the needs of each child, these visits lasted approximately one hour each. During these visits, the home visitor delivered the "parent's guides" and helped prepare the parent to teach the child by explaining the curriculum materials and, when needed, demonstrating each suggested daily educational activity. Toys, books, and other child-centered materials were also loaned to the parents. (3) The classroom component was under the direction of a teacher certificated in early childhood education, a paraprofessional aide, and parent volunteers. The teacher and aide traveled to selected locations in a mobile classroom van and spent one-half day per week teaching approximately 10-15 local children. Sessions lasted between two and three hours each, and offered the children an opportunity to socialize and learn in a group situation. In areas where facilities were available, the classroom sessions were conducted in stationary facilities.

An intensive three-week preservice program for the entire staff was initiated prior to beginning the program. Thereafter, a full day each week was devoted to inservice training for project staff to exchange ideas and review cooperatively the next week's activities. The four systems where the project was first implemented are currently operating programs at a level greater than when the project began. Their efforts have been extended into home-based preschool handicapped programs.

assurances/claims Tests used: Peabody Picture Vocabulary Test and Metropolitan Readiness Test. Children who participated in the program had superior scores in pretest/posttest comparisons. Follow-up showed gains made by program children still evident in elementary school. Parents' attitudes also were affected by the program.

implementation requirements Salaries for staff (project director, teacher/teachers with five home visitors each). Classroom space for group sessions with children and with parents. Funds for curriculum materials. Funds for travel for home visitors. One week on-site training attended by adapting site staff. Follow-up training (two days) at the adapting site. Smallest unit which could use program would be a classroom teacher.

financial requirements Program costs averaged $357 per child for an operational year. Curriculum materials produced by the staff are available at cost (write for price list). Most curriculum material can be made by parents and volunteers.

services available No special network funding supports this project's dissemination.

Awareness materials are available. A series of training sessions is conducted during the year. A one-week training session held each month during the regular school year (September-May) will be conducted. This training would be free of charge to individuals attending except for costs of travel to and from the training site and charges for motel and food. If requested, indepth assistance (off-site training and technical assistance) can be provided. Visitors are welcome by appointment.

contact William W. Locke, Executive Director; Clinch-Powell Educational Cooperative; P.O. Box 279; Tazewell, TN 37879. (615) 869-3605.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 77-108 Approved: 2/25/77

Compiled Winter 1977

PROJECT

COMMUNICATION PROGRAMS (formerly A Model Preschool Center for Handicapped Children: Communication Programs)

descriptors

Language Handicaps
Interdisciplinary Approach
Management

target audience

Children ages 2-6 with identified or suspected communication deficits (not related to current hearing loss).

description

A program designed to help young children who have a variety of communication and language handicaps.

The Communication Programs serve four groups of young children, ranging in age from 2-6 years, with identified communication disorders (not related to hearing loss). The children have a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and CDS's (communication disorders specialists) in the classroom management of communication behaviors. It also provides experience in team decision making. The procedures have been successfully adapted for use in elementary schools and special education programs, as well as in a variety of preschool and early education settings. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data taken during classroom activities provide supplementary information that is used in the planning of management strategies. The team members plan individualized programs for each child, arrange for the implementation of these programs, and see that data are gathered. Most children will benefit from an "all day" language program: management of a target behavior through the various activities. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at this training site: (1) ability to identify language problems from classroom observation; (2) ability to plan management strategies that can be implemented in the classroom; (3) ability to arrive at decisions with members of a different discipline. The classrooms are staffed by teachers and communication disorders specialists who work together. The teachers provide basic, strong preschool and kindergarten programs that give the children opportunities to acquire and practice developmentally appropriate skills. In addition, they demonstrate skills in managing the day so as to encourage communicative interaction and to provide opportunities for children to practice new language behaviors. The CDS assists the teacher in developing strategies to promote communication. He or she plans and implements finely-sequenced programs in a variety of language areas. Parents are an integral part of the team and are involved in the entire process from the time first goals are established. They observe regularly and are involved in home programs.

assurances/claims

Sequenced Inventory of Communication Development, Preschool Profile, Uniform Performance Assessment System, and other standard assessment instruments are used as needed; also data from classroom observation. The children have shown marked gains, especially in the areas of communication and language behaviors.

implementation requirements

Access to support services, technical assistance, and resources in the community is necessary, as are visitations to and internships at the project site. Parent involvement is required. The project maintains close contact with the children in adopter programs; data exchange is required. Regular preschool materials and room arrangements are used, as well as developmentally-ordered assessment tools.

financial requirements

Cost for four-quarter period: $2,100. Cost includes salaries for qualified teacher and CDS, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome. Training sessions are regularly available during the first week of each university quarter at the project site. Other inservice sessions can be arranged on request. (Costs to be arranged.) Training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses are covered).

contact

Alice H. Hayden, Director; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE Handicapped

USOE JDRP No. 75-64a Approved: 9/3/75

Compiled Winter 1977

PROJECT COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH PROGRAM

descriptors

Early Childhood Education
Parent Participation
Staff Improvement

target audience

Income-eligible K-3 children and their families.

description

A public school K-3 program for income-eligible children.

The primary programmatic goals of Community School 77 Behavior Analysis Follow Through, developed in cooperation with the University of Kansas Behavior Analysis staff, are: (1) grade level performance in reading, mathematics, handwriting, and spelling, and (2) parental participation in both classroom instruction and in the educational process. In order to achieve academic goals, continuous bi-monthly and/or daily monitoring procedures are used by the teaching staff to insure that students are meeting specified curriculum targets. Classroom instructional progress is the overall responsibility of a lead teacher who instructs reading. A paraprofessional aide teaches math, and rotating parent aides provide instruction in spelling and handwriting. Other critical contributors to academic progress include systematic motivational strategies, frequent classroom planning sessions, and intensive staff-training procedures. A rotating 40-day cycle trains parents to teach and insures their influence on classroom aims and practices. Provision is made for supportive health, nutrition, and social services through the assignment of staff to insure a comprehensive approach to the total development of each child. Policy formulation on the parent level occurs in a Parent Policy Advisory Council (PAC) which, along with personnel, creates a school environment best suited to reversing the history of academic failure among low-income children.

assurances/claims

(1) Consumer-satisfaction surveys for students, parents, and staff indicate "satisfied" or "very satisfied" clients. (2) Achievement test results since 1968 indicate at- or above-grade-level performance in reading, math, and spelling. (3) Replication of the program has proven to be successful across nine years of program implementation.

implementation requirements

Appropriate staffing (professional, paraprofessional, and/or volunteer) is needed for small-group instruction (four adults optimum, two manageable, working with three or four groups of children). Provision should be made for team-planning and staff-development personnel (assistant to principal, teacher trainer, and so forth). Comprehensive services (health, social services) should be provided.

financial requirements

Material costs include staff training, monitoring, and classroom management manuals. Additional classroom personnel include one paraprofessional aide and one parent aide. Costs for staff training and parent participation will involve redirection of current resources.

services available

A Follow Through Demonstration Site.

An orientation seminar is available. Interested parents, teachers, and administrators may visit CS 77 BAFT, or may request a staff member or parent to visit their site at no cost. Teacher and parent training is offered in a Training Center format. Preference is given to K-3 low-income populations. Individualized curricula targeted for end-of-year grade level achievement is commercially available; staff-training materials, classroom-management procedures, and monitoring techniques are available in published manuals.

contact

Ruth Khelseau, Coordinator; Follow Through Program Community School 77 Bronx; 1250 Ward Ave.; Bronx, NY 10472. (212) 893-8991.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-135 Approved: 8/24/77

Compiled Winter 1977

PROJECT COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project)

descriptors Handicapped Children
Early Childhood Education
Interdisciplinary Approach

target audience Children three years of age or younger possessing a primary disability of moderate-to-severe neuro-motor handicap with physical impairment of severe dimensions limiting motor activity, and the professionals who serve them.

description *A program serving children three years of age and younger having a primary disability of moderate-to-severe neuro-motor handicap with physical impairment severe enough to limit motor activity.*

Children admitted to the Cerebral Palsy Project exhibit feeding, speech, and/or language problems. The children receive a panorama of services, including: physical therapy, nutrition, psychological therapy, speech pathology, occupational therapy, special education, social service, and medical service. Project activities focus primarily on two instructional programs: (1) the Pre-Speech Program, and (2) the Language Stimulation Program. Parents actively participate in their children's therapy programs, and are involved through individual and group conferences with the project social worker.

To date, 35 agencies in the following states are replicating components of the program: Washington, Oregon, Illinois, Texas, Michigan, Ohio, New Hampshire, New York, Minnesota, Wisconsin, Arizona, California, and Pennsylvania. Replicating agencies include: school systems, rehabilitation centers, and hospitals serving children ages birth to three years. Three-member teams are trained from each agency in a six-day Fundamental Guidelines Course, and speech pathologists are trained in the use of the Pre-Speech Assessment Scale, which has been specially developed through this project.

assurances/claims Pre- and posttest data were analyzed using the following: Bzoch-League Receptive-Expressive Emergent Language Scale, Mecham Verbal Language and Development Scale, Pre-School Language Scale, and Peabody Picture Vocabulary Test. The mean number of months gained on three of five instruments approaches that expected in normal growth (12 months' gain over 12 months). Data was collected for three years during demonstration project.

implementation requirements A full-time speech pathologist, a physical therapist, and one other professional are required to attend a six-day workshop. The speech pathologist returns for a three-day course in Pre-Speech Assessment Scale. The adopting agency must reproduce at least one aspect of the project (Pre-Speech Program, Language Stimulation Program, or Parent Participation Program) within the given structure of that agency's operation. Evaluative tools and treatment guidelines of the project must be implemented within each program aspect replicated. A minimum of three staff members are required on the replication team.

financial requirements The three full-time professionals on the team must be allowed paid time off to attend a six-day workshop; the speech therapist must attend an additional three-day workshop. Adopting agencies must pay general tuition fee, travel expenses, room and board for each professional attending. A materials list is available upon request.

services available A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences (expenses are covered). Training is conducted at the project site only for confirmed adopters (project staff expenses must be partially subsidized). Training is not conducted out-of-state, but a follow-up technical-assistance site visit is made to each adopter.

contact Rona Alexander; Demmer-Kiwanis Children's Division; Curative Workshop of Milwaukee; 9001 W. Watertown Plank Rd.; Milwaukee, WI 53226. (414) 259-1414.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-62 Approved: 9/3/75

Compiled Winter 1977

PROJECT

COPE: Cognitively Oriented Pre-Primary Experience

descriptors

Early Childhood Education
Educational Disadvantagement
Learning Disabilities

target audience

Pre-Primary students in pre-kindergarten, kindergarten, and transitional first grade. Children from low- and middle-income families, including those with developmental lags and learning disabilities. Program materials are sequential in nature.

description

A comprehensive pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

COPE's wide range of activities and objectives (2-6 years developmentally) make it effective for use with pre-primary children from varied socio-economic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry he/she works through a series of activities to reach more and more advanced objectives. The 850-page curriculum, with its well-defined, step-by-step, closely sequenced levels, is extremely helpful in both determining a child's needs and in stimulating outstanding intellectual, language, and socio-emotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group and large-group instruction, as well as in free-inquiry situations.

The curriculum consists of two volumes: the Developmental curriculum contains levels in the areas of perceptual-motor, conceptual-language, and socio-emotional development; the Achievement curriculum contains units of instruction in the areas of reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials but come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

assurances/claims

In data collected from 1972-75, participating children demonstrated an average gain of 2.98 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and in socio-emotional development.

implementation requirements

Program may be implemented in individual classroom, single school, or district-wide. Attendance at a full two-day workshop is necessary for any teacher wishing to implement program and management system. Workshops are most often conducted at district or regional sites with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at demonstration site. Facilities, space, and instructional equipment required are those typically found in most elementary schools.

financial requirements

One copy (two vols.) of COPE curriculum required per classroom at cost of $36 per set. Workshop handouts necessary for all participants at cost of $8 per person. Wide variety of inexpensive materials may be used with curriculum and can be either teacher-made or are commercially available.

services available

An NDN-Funded Developer/Demonstrator project.

Printed awareness materials and filmstrip providing program overview available at no cost. Project staff available for awareness presentations at out-of-state conferences and requested sites. Visitors always welcome at original demonstration site and at others, both out-of-state and in-state. Training and implementation services are offered at either project site or adopter's site. The recipient state or LEA shares part of or pays all D/D travel and per diem. COPE curriculum materials at present may be obtained only through attendance at a training workshop.

contact

Russell A. Dusewicz, Director, or Mary Alice Felleisen; Project COPE; Educational Development Center; 110 West Rosedale Ave.; West Chester, PA 19380. (215) 436-2517 or 436-2529.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-49 Approved: 5/16/75

Compiled Winter 1977

PROJECT DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT

descriptors

Developmental Stages
Educational Diagnosis
Individualized Instruction

target audience

Pre-kindergarten through third grade. The program may be used in rural, suburban, and urban areas, because it is based on developmental norms, provides a management system for individualization, and leads to proficiency in the basic skills. Has been used both in regular classrooms and for remediation.

description

A performance-objective, individualized curriculum for pre-kindergarten through third grade.

The Dale Avenue Project provides an ongoing needs assessment and skeletal curriculum for children in pre-kindergarten through third grade in the ten areas of: Listening, Naming, Observing, Speaking, Writing and Motor Skills, Perceptual Motor Skills, Encoding/Decoding, Math, Classification, and Seriation.

Constructed from a base of a sequential, developmental, skill-oriented array of Performance Objectives, this program provides (1) a pre- and posttest mechanism; (2) a minimal curriculum; (3) a device for grouping, individualizing, record keeping, parent reporting, and summarizing the year's skill mastery.

Students on any ability level profit from instruction in the program. At pretesting, the developmental level of each student is assessed in every one of the ten areas. Students then begin wherever they "are," and progress at their own rate. Specific reporting to parents regarding the student's progress through the Performance Objectives is done at parent-teacher conferences.

The Dale Avenue Project supports a wide variety of teaching styles, but room arrangement should allow for flexible grouping and continuous regrouping. Much of the teaching is accomplished through games and learning stations which utilize individual or small-group instruction; peer-group teaching is encouraged. A new publication, 100 Sequential Skill Stations, provides the teacher with instructions for making 100 learning stations which are keyed-in to specific Performance Objectives.

The program can incorporate a unique 45-minute reading program which homogeneously groups children with specific needs with classroom teachers, aides, or special-area teachers.

Parent participation is encouraged at the understanding level; parents are trained to act as classroom tutors and to help with materials construction.

assurances/claims

Evaluation data show that participants in the Dale Avenue Program make gains in I.Q. which bring mean of group to national norm by end of kindergarten. These gains are maintained through fifth grade. The participants in the program are at national norm in reading and math by first grade, and mean of group is still at or above national norm by fourth grade.

implementation requirements

The decision to adopt the Dale Avenue Project should be made jointly by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member should be designated to act as contact between trainer and school after training is completed. It is helpful if the school principal agrees to act as program monitor during the first two years of implementation. Program implementation requires at least two years. The project is placed in kindergarten and first grade during the first year of implementation, and can be adopted in second and third grade the second year.

financial requirements

The costs of replicating the program are basically those of staff training and follow-up monitoring. After the initial start-up investment of $36 per classroom teacher for materials, and the cost of staff training, the program's maintenance should not require an increase in the current operating expenses of most districts. Other materials that enhance the program are usually found in an early-childhood classroom.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Project staff are available to attend out-of-state awareness meetings. Training is conducted for a 2½- or five-day period at adopter's site only (cost to be arranged). During the first year of implementation, trainer should return to adopter's site for at least two support monitoring visits. Demonstration sites: Dale Avenue School, 21 Dale Ave., Paterson, New Jersey; Delta School District, Delta, Colorado -- contact L. Livingston at (303) 874-4438.

contact

Helen B. Hanson, Dale Avenue NDN Disseminator-Trainer; 319 Washington Street Mall; Cape May, NJ 08204. (609) 884-2092.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 13   Approved: 4/16/73

PROJECT DEVELOPMENTAL PLAY (DP)

descriptors

Humanistic Education
Early Childhood Education
Teacher Education

target audience

The program has been effective in meeting the needs of small groups of children with learning and social behavior problems. It may offer greater potential for larger groups of normal children in the 2-6 age group.

description

A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play and not school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented, the program creates an atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one specific adult who becomes that child's parent for that one hour. The goal is to stimulate an attachment relationship between the adults and their child just as "good" parents become attached to their child. The rationale is that it is through this attachment process that the child learns the basics for being able to learn "reading, writing, and arithmetic" in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

(The Child Study Center, CSC, and Positive Alternatives to Student Suspensions, PASS, described in this catalog, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

assurances/claims

Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

implementation requirements

Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes K-3 by using the "Circle Time" activities. It is primarily a training program that requires intensive training for the adult leaders.

financial requirements

When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program will be less than $20. There would be no additional per-learner monthly operational costs for a school with the services of an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact

Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; All Children's Hospital; 801 Sixth Street South; St. Petersburg, FL 33701. (813) 821-5260.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Winter 1977

PROJECT EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN

descriptors Early Childhood Education

target audience Kindergarten children.

description *A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.*

Teachers complete skills observation checklists for each child. This data along with Boehm tests results are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six to eight headphone units and one central console in each classroom facilitate individual or small-group work. Perceptual skills are sharpened through use of manipulative materials. Inservice for teachers and aides is continuous, approximately one-half day per month.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims Two main comparisons were made: with national norms and with half-day kindergartens. The Boehm Test of Basic Concepts and the Metropolitan Reading Readiness Test were used. Gains from September to February showed an average increase from the 23rd to the 61st Normal Curve Equivalency (NCE) which is equivalent to a 60 percentile point gain (from 10 to 70).

implementation requirements Some method of screening is required to determine which children have the greatest educational need for a full-day experience. Use of standardized tests will facilitate the collection of achievement data. Care should be given in the selection of teachers and aides. Administrative support and continual inservice are essential. The project may operate in a single classroom or selected number of schools.

financial requirements Current pupil program costs based on 400 participants during 1976-77 were $1,500 per child, with approximately $800 from Title I and an additional $700 from local funds. Essential materials used and approximate cost: Sullivan Reading Readiness, $290; Lippincott, Readiness for Learning Clinic, $32; Frostig, Move/Grow/Learn, $10. A wide variety of teacher-developed and commercially available materials are also used.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Jane F. Pope, Project Coordinator; Early Childhood Education -- All Day Kindergarten; Cincinnati Public Schools; 230 E. Ninth St., Cincinnati, OH 45202. (513) 369-4720.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-16 Approved: 2/26/74

Compiled Winter 1977

PROJECT EARLY PREVENTION OF SCHOOL FAILURE

descriptors

Early Childhood Education
Special Education
Bilingual Education

target audience

Screening and curriculum program appropriate for children ages 4-6. Teacher and parent training program included.

description

A program designed to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance.

The goal of the nationally validated Early Prevention of School Failure Program is achieved by successful accomplishment of the following objectives: (1) To screen all kindergarten and/or first grade children to identify their skill development in the following modalities: language development, fine and gross motor, auditory, and visual perception necessary for success in formal reading and writing curriculums; (2) To provide professional training for teachers so that they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.); (3) To provide special education services for children identified as having moderate or severe learning problems; (4) To provide management guidelines which include parent volunteers and learning center concepts for greater individualization in the learning environment.

In addition to using educational strategies already found successful, a teacher should provide 20-30 minutes daily of small-group and/or individualized activities (based upon screening results and utilizing EPSF management system) for all pupils.

assurances/claims

Evaluation data demonstrates that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains, proving that early identification prevents failure when screened and given a systematic educational follow-up.

implementation requirements

A team of at least four, including kindergarten and/or first grade teachers, special education teacher and psychologist, speech teacher, and an administrator are involved in a two-day leadership training workshop to become competent in utilizing screening instruments, staffing, educational planning, and management system. Involvement of parents is encouraged through parent volunteers and/or the making of homemade classroom materials. Follow-up by project site determines effectiveness along with growth as shown on the pre- posttesting data.

financial requirements

(1) Cost of a two-day leadership training for school district team of a minimum of four persons trained at project site and/or local school site. (2) One set of curriculum guides and screening materials at $100 per set for each team involved in leadership training. (3) Cost of substitutes for a one-day follow-up inservice training for adopter team.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials for interested adopters are available, as are a two-day leadership training, curriculum materials based upon screening results, screening instruments, and a follow-up by project site.

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.;
Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-46 Approved: 5/14-15/74

Compiled Winter 1977

PROJECT FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (SETON HALL PROGRAM)

descriptors

Parent Education
Parent Child Relationship
Basic Skills

target audience

Parents, and children ages 4-5 -- Mainstreaming, Special Education, Title I.

description

A program that prepares the parent to be the child's first and most significant teacher.

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, and continuous loving and sharing can grow from the parent's role a[illegible] first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings [illegible] self-worth basic to continuous success in education. This is the philosophy that has been fundamental to District 742's venture in Early Childhood/Family Education. It has evolved, beginning at Seton Hall with four-year-olds and their parents, and expanding to include sites at all elementary schools in the district. This activity is funded by Adult Vocational Education, Community Education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their four-year-old children in preschool activities that stimulate and reinforce interaction in the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas, within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction. They participate in a discussion group facilitated by a parent educator where they receive support and information. In this supportive, caring environment, they learn how to be with their child as they teach. They receive home-activity kits designed to provide parent-child interaction and growth in basic skill areas.

(Funds have been provided by two private foundations to begin development and implementation of a new program in the Fall of 1977 serving parents of children from 0-4 years of age.)

assurances/claims

Evidence for cognitive growth of the child is clear. The evaluation design measures the number of skills participants have when entering and leaving the program. Of 22 skills assessed, participants possessed over 25% more than comparison group. Parents indicated gains in personal development, parent-child relationships, their roles as parents and teachers, and their ability to use the community as a learning resource.

implementation requirements

An adoption could consist of use of a part of the total process and some of the materials (to be negotiated). Staff: a parent educator and a teacher or teacher assistant. This staff can be part- or full-time, depending on number of families. Example: 30 families = three groups at two hours of contact time per week, for a total of six hours. Facilities: a room for parent discussion group. Training: a two- or three-day workshop.

financial requirements

Materials: A guide to establishing and directing the program, $24; In-Center Learning Stations, $4; Children's Room Curriculum, $6; Parent Discussion-Group Curriculum, $6; At-Home Activity Kits, $25. Equipment: for Learning Stations, $190; for one set of Activity Kits, $152. Staffing: Parent educator (professional) part-time, teacher assistant (nonprofessional or professional), part-time.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome Tuesdays 9:00-3:00 by appointment. One-day in-depth awareness presentations are available for out-of-state meetings (costs to be arranged). Three-day training workshops are available at project site monthly except December. Two-day training workshops can be conducted at adopter site (costs to be arranged).

contact

Elaine McCormick Wray, Program Director; Independent School District #742; Seton Hall; 1204 7th St. South; St. Cloud, MN 56301. (612) 253-5828.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-48 Approved: 5/15/75

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PROJECT PROJECT FOLLOW THROUGH (East St. Louis Board of Education)

descriptors

Basic Skills
Continuous Progress Plan
Early Childhood Education

target audience

Grades K-3. The program was initially developed for educationally and economically disadvantaged students. It has been used with students from a variety of geographic, ethnic, and socieconomic backgrounds.

description

A comprehensive early childhood program for students, grades K-3.

Components of the East St. Louis Follow Through program are instructional, staff development, health, and parental involvement. The primary emphasis is on the instructional components. The core of the instructional program is the Direct Instruction (Distar) curriculum materials in reading, mathematics, and language. Daily programmed learning tasks require immediate oral responses and must be mastered before advancement to higher levels of difficulties. Follow Through teaching strategies are applied to supplementary classroom materials.

Continuous monitoring of the system is provided by observation, videotaping of classroom performances, and a continuous testing program. Students are divided into groups with a maximum of six pupils in low performing groups.

The program is governed by a Parent Advisory Council which makes recommendations pertaining to all phases of the program. The program was developed in conjunction with Becker-Englemann from the University of Oregon.

assurances/claims

Students enrolled in the Follow Through Direct Instruction Program score significantly higher on achievement tests in the basic skills areas of reading, language, and mathematics than do students from similar backgrounds not in the program. By the end of the third grade, pupils enrolled in the Distar model perform at or near to national norms on standardized achievement tests.

implementation requirements

A school district interested in adopting the program should involve administrators, teachers, and parents in the selection process. Continuous communication and monitoring of the adopting site should be arranged. The three instructional programs are correlated but independent.

financial requirements

Costs involved are materials, staff training, and monitoring. Additional staff may or may not be required if all three programs are adopted. The commercial materials are readily available.

services available

A Follow Through Demonstration Site.

Awareness materials are available without charge. Visitors may view the program in operation by contacting the East St. Louis Follow Through office. A training team will provide inservice training at the home base or at the replicating site. Training will require from three to five days for all three programs. The adopter must purchase the instructional programs. Monitoring services will determine degree of implementation of the adopting site.

contact Geraldine H. Jenkins, Director of Follow Through; East St. Louis Board of Education; 1500 Kansas Ave.; East St. Louis, IL 62201. (618) 271-6428.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-144 Approved: 9/6/77

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PROJECT FOLLOW THROUGH: Individualized Early Learning Program

descriptors

Educational Disadvantagement
Individualized Instruction
Parent Participation

target audience

Students of all abilities, especially from low-income families, kindergarten to grade three. Complete program in readiness, beginning reading and primary-level reading.

description

A comprehensive program to sustain gains that children from low-income families make in preschool programs.

The Waterloo Follow Through project provides a special program of instruction, as well as health, nutrition, and social services. Active parent participation is stressed.

The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by Learning Research and Development Center (LRDC), University of Pittsburg. A readiness program (emphasizing basic skills in a hierarchical sequence) includes the areas of classification, quantification, and four perceptual areas: visual motor, auditory, large motor, and letters and numerals. An individualized reading program for grades one, two, and three follows the readiness program. Students are initially introduced to blending skills, with follow-up instruction provided through sequenced taped skills lessons.

Staff training is provided for increasing teacher and teacher-assocaite skills in: diagnosing individual student-learning needs, prescribing, record-keeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies to provide a variety of paths for student attainment of objectives is stressed.

A training program for parents is provided to help them gain skills to facilitate student learning at home and in the classroom. Parents receive training through actual classroom experiences as well as through participation in weekly seminars.

assurances/claims

Results of scores on the MRT for children with and without Follow Through treatment have been compared from 1967-76. Follow Through students have progressed from the low average to the high normal range. WRAT scores from 1972-76 show increases of one to two years' growth in reading through fifth grade for Follow Through students when compared to previous non-Follow Through groups.

implementation requirements

The Waterloo Follow Through instructional program could be adopted by a single classroom unit or by several units. Extensive pre-adoption training is necessary, as well as provision for additional teacher-associate services. Time made available for construction of individualized learning materials is necessary. Several playback units per classroom are necessary for implementation of the individualized reading program.

financial requirements

Program materials, $37 per child; (new) staffing (including training): $347 per child; equipment: $3 per child. A variety of commercial materials already found in most classroom is also used.

services available

A Follow Through Demonstration Site.

Awareness materials are available at no charge. Visitors are welcome by appointment. Participation in awareness conferences as well as training services at project or receiver site are available (costs to be arranged). Training manuals will be available in Spring 1978. No funds are available for assisting receiver sites.

contact

Dorothy Winter, Project Director; Follow Through Program; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 233-8461.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-148 Approved: 9/6/77

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PROJECT FOLLOW THROUGH -- PORTAGEVILLE UNIT

descriptors Behavior Change
Basic Skills
Parent Participation

target audience Grades K-3.

description *A highly structured behavior modification approach to primary education.*

This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the "Behavior Analysis Approach" of the University of Kansas is implemented. The objectives of this approach are: (1) to facilitate the child's mastery of basic skills, particularly in reading, arithmetic, and language through the establishment of a "token economy" within classrooms; (2) to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; (3) to train instructional staff in the use of curriculum materials so that each child is enabled to work on his/her own level; and (4) to train parents to work as paid staff in classrooms so they will have the opportunity to influence their children's education.

assurances/claims This project was among the national sample taken to evaluate the Follow Through Research Program and was evaluated by Stanford Research Institute (SRI). Kindergarten children scored distinctly above the median on national norms. In Total Reading, second grade students scored slightly below the national norm and among the four highest projects in the SRI national sample.

implementation requirements The model application of this program included the presence of adults in each classroom: a teacher, an assistant teacher, a permanent aide (parent), and a semester aide (parent). This can be modified to suite a budget. Teachers new to the program, assistant teachers, and aids need to undergo a three-day inservice training period. The program was originally implemented K-3, but would serve well for K-6 if financially feasible. A normal classroom is the only space requirement.

financial requirements Per pupil cost ran about $629 during the 1975-76 school year.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out-of-state. Project staff cannot attend out-of-state conferences.

contact Blaine Martin; Follow Through -- Portageville Unit; New Madrid County School District; P.O. Box 280; Portageville, MO 63873. (314) 379-3612.

Developmental Funding: USOE Follow Through USOE JDRP No. 25a Approved: 4/4-5/73

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PROJECT

PROJECT HOME BASE

descriptors

Parent Education
Home Instruction
Early Childhood Education

target audience

Parents and their children ages eight months through four years.

description

A program for "helping parents teach their own."

Project Home Base is founded on the belief that parents are a child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator, who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the developmental needs of the child. The parents then work with their child on that task during the week. As a result of these contacts, the parents should better be able to identify and meet their child's developmental needs and to increase their use of ten identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected. The child will be better prepared to learn and will become a more efficient and effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics concerning child development and parenting skills -- behavior patterns, discipline, self-concept, child health and nutrition -- are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

assurances/claims

Principal project objectives consistently met. (1) Home Base children entering Head Start performed better on the Preschool Inventory (ETS, Princeton, NJ, 1967) than did others. (2) Home Base children completed 92.5% of the tasks taught them by mothers. (3) Home Base mothers increased their use of the ten desirable teaching behaviors (as measured by a locally-constructed Directed Observation Instrument).

implementation requirements

The home visit/parent-teaching component is the core of this project and must remain intact. However, several adaptions of Home Base are possible: (1) serving a different number of families -- usually 18-20 per parent-educator; (2) serving families with Head Start, kindergarten, and primary-school-age target children; (3) using teachers, counselors, or social workers as parent-educators (home visitors); (4) using the core component noted above with "specialized area" families (such as learning-disabled, bilingual, or Indian) or in day-care programs. Adoption requirements also include a three-day training program, preferably on-site.

financial requirements

Initial implementation cost is about $13 per learner (based on 200 mothers and 300 children). This includes preservice training, equipment, and travel. Yearly operational cost for 500 learners is about $160. The largest percentage of that figure goes for salaries. Overhead is kept to a minimum by use of unused classrooms for staff offices and local auditoriums for large-group meetings.

services available

An NDN-funded Developer/Demonstrator Project.

Awareness materials are available at no charge. Visitors are welcome (please arrange two weeks ahead). Training is conducted at the project site (adopting sites pay only their own costs) and at adopter site (costs to be arranged). A three-day workshop for training personnel in the home visit/task delivery system is recommended. Project staff can attend out-of-state conferences (expenses may be negotiated).

contact

Carol Jackson, Director; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave.;
Yakima, WA 98902. (509) 575-3295.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-10 Approved: 1/21/75

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PROJECT HOME START

descriptors Home Instruction
Parent Participation
Pre-School Education

target audience Children ages 2-6 and their families. Especially beneficial to low-income, culturally-deprived, and handicapped.

description *A readiness program for pre-schoolers who have been identified as showing a need for professional services before formal schooling takes place.*

There are three optional Home Start models:

(1) Vertical Home Start (VHS) provides three years of learning activities for children ages 2-5. Weekly one-hour visits are the basis of the program during the first two years. Home workers create a role model for parents as they assist in the child's learning through spontaneous play. For the third year of the project, the child is enrolled in the HHS classroom (see below). The program is supplemented when necessary by more comprehensive services from community agencies.

(2) Horizontal Home Start (HHS) is a single year of pre-kindergarten experience. HHS activities center on classroom activities stressing seriation and classification, plus small-group and individual attention in identified need areas. Home visits by the classroom teacher are continued on a monthly basis.

(3) On-Call Consultation model uses trained professionals who confer with families upon request or referral.

The program emphasizes a shift from exclusive parental attention during early years to parent/teacher-shared attention in pre-kindergarten. Individualized strategies focus on basic affective and cognitive needs, utilizing achievement testing to determine the child's readiness profile.

assurances/claims First-grade Primary Mental Abilities (PMA) scores of VHS children and their older siblings conducted 18 months after completion of program (1975). Home Start children had higher scores on three of four subtests. Long-range data for same group on Iowa Test of Basic Skills in third grade showed significant differences favoring Home Start child.

implementation requirements The support of educators, parents, community, and school board (or other appropriate agency) for a preschool or individualized kindergarten is essential. The project may be adopted district-wide, by one classroom teacher, or by one attendance center. Total program adoption or adoption of one of the three options is available. Awareness sessions and special in-service training are necessary for the success of the program. Follow-up visit to be scheduled after implementation at adoption site. An experienced administrator, preschool teacher, or comparable professional person is needed to implement the program.

financial requirements Cost depends on available personnel. If no preschool program exists, and total start-up is required, per-pupil cost is approximately $680. A wide variety of commercially-available products (found in most preschool classrooms) is used. Staff and equipment may be reassigned. Testing and Seriation Kits available at $120 each.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome (visits to homes or Waterloo schools any day August through May, except Wednesday -- by appointment). Flexible training sessions ranging from two to five days are scheduled preferably at adopter sites. Staff expenses are absorbed by the project. The project staff will attend out-of-state conferences (expenses are covered). Project will pay some costs for on-site visitation.

contact Lyn Riggs, Director; Home Start; Waterloo Community School District; 6028 Kimball Ave.; Waterloo, IA 50701. (319) 233-8491.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-9 Approved: 1/21/75

Compiled Winter 1977

PROJECT INDIANAPOLIS BEHAVIOR ANALYSIS FOLLOW THROUGH PROJECT (I-BAFT)

descriptors

Early Childhood Education
Individualized Instruction
Parent Participation

target audience

Low-income children in racially mixed inner-city schools, parents of low-income children, and certified teachers working in low-income neighborhood schools. Note: Although the program is aimed at low-income population, it is designed to accommodate diversity of interests and abilities among children and could, therefore, be adopted by any school.

description

A program using the Behavior Analysis Approach to teach basic skills in reading, arithmetic, handwriting, and spelling.

The Indianapolis Behavior Analysis Follow Through Program was developed in 1969 through a cooperative effort between the Indianapolis Public Schools, the staffs and parents at Public School #26 (and 2 other inner-city Indianapolis Schools, #27 and #56), and the Behavior Analysis sponsor at the University of Kansas. The main purpose of the Indianapolis Behavior Analysis Follow Through (I-BAFT) project is to teach basic skills in reading, arithmetic, handwriting, and spelling to children K-3. Teaching teams composed of a certified lead teacher, a teacher aide, and one, two, or three parent aides conduct small-group instructional sessions throughout the school day. Kindergarten and first-grade classrooms are run on a "token economy," i.e., children earn tokens during instructional periods and, afterwards, exchange them for whatever items they choose (and can afford) from a "menu" of teacher-prepared special activities. In grade 2 and 3 classrooms, children make daily work contracts with teachers in each subject area. By the terms of the contract, each child agrees to complete an individually prescribed assignment to earn a period of free time for a self-selected activity. Individualized curriculum materials are used in the classrooms. The teaching teams monitor each child's advancement toward a year-end book and page target in reading and arithmetic by keeping progress graphs.

Parents of the I-BAFT children are encouraged to apply for classroom positions as teacher or parent aides. Each prospective member of a teaching team participates in a week or more of training in a demonstration classroom staffed by an experienced team. Before being assigned to a teaching team, a trainee must have demonstrated criterion levels of proficiency in behavior analysis instructional methods. Once given a classroom placement, trainees may be certified as "Behavior Analysis Teachers," provided they meet certain teaching performance standards over a period of weeks and provided their students show specified rates of academic progress for four consecutive weeks. A staff trainer visits each classroom at least once weekly to conduct observations and offer guidance with particular classroom problems.

assurances/claims

Achievement test results since 1969 indicate at or above grade level performance in reading, arithmetic and spelling for all continuously enrolled I-BAFT children. I-BAFT children significantly outperformed inner-city comparison children. Replication has proven successful across eight years of implementation. Consumer satisfaction surveys for students, parents, and staff indicates "satisfied" or "very satisfied" clients.

implementation requirements

Potential adopters interested in fully implementing the program need be prepared to: (1) offer small group, individualized classroom instruction; (2) have their teachers participate in a training program at the I-BAFT resource center and cooperate in follow-up implementation monitoring by consultants from the I-BAFT resource center; and (3) submit to the I-BAFT resource center periodic progress reports on the children's academic work.

financial requirements

The costs of replicating the program are basically those of staffing, staff training, and follow-up monitoring.

services available

A Follow Through Demonstration Site.

The following services are available: (1) printed program description materials; (2) program orientation workshops, including direct observation of the I-BAFT classrooms in operation and consultation with resource center director about implementation options and costs; (3) comprehensive in-classroom training at I-BAFT resource center; (4) post-training technical assistance and ongoing evaluation for personnel at replication sites.

contact

Bessie Chumley, Project Director; Indianapolis Behavior Analysis Follow Through; 901 N. Carrollton Ave.; Indianapolis, IN 46202. (317) 266-4137.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-120 Approved: 8/17/77

Compiled Winter 1977

PROJECT INTERDEPENDENT LEARNING MODEL (ILM)

descriptors

Class Management
Parent Participation
Individualized Instruction

target audience

Children K-3. Intensive Staff Development for the ILM process which is integrated with the curriculum of the school system. Provides a management system for teaching teams that enables them to meet the assessed needs of children, individually or in small groups.

description

A comprehensive program, actively involving parents, that emphasizes affective and cognitive development, and provides health, psychological, and social services as needed.

The four major ILM developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to fulfill the development of these goals and reflect the culture and environment of the children. The accomplishment of these goals is reflected in improved academic performance. One of the most important model processes used to accomplish these goals is that of classroom management, which includes room arrangement, grouping, scheduling, record-keeping, evaluation, classroom rules, and team functioning. Generally, children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developemntal, and group process theories. A variety of instructional game formats including Transactional Instructional Games, Conversation Games, and Street/Folk/Musical Games is used to implement these principles. Instructional content is based on the Atlanta School System's curriculum and is "plugged in" to the games according to the needs and level of the children. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding (DAD) with several basal reading series. This reading program emphasizes interdependence and independence among children, and responsiveness to children's interests and learning styles among teachers.

Opportunities are provided for parents to become knowledgeable about the program's instructional goals and processes and to become actively involved in their children's education. Moreover, health, psychological, and social services (beyond those available through the school system) are provided for all Follow Through children. Training for Follow Through staff, school administrators, and parents follows the same principles and procedures that the model advocates for teaching children. Continuous monitoring of the instructional program and training activities is carried out. Formative evaluation data are used to plan future activities.

assurances/claims

Evaluation data (as submitted to JDRP) indicate: (1) that Follow Through children achieved a higher academic level (ITBS scores) than children in paired comparison schools; (2) that the average academic achievement of Follow Through children is comparable to that of children in the Atlanta Public Schools in the same grades.

implementation requirements

Successful replication of the total ILM program requires the active support of the Local Education Agency. Administrative and supervisory personnel should participate in training activities as well as in administration and evaluation. Financial support is needed for additional personnel in the classroom and at the training level. The cost of material and equipment will vary. Individual teachers could implement specific aspects of the program with appropriate training and necessary materials.

financial requirements

The major cost item in replication is for additional staff and their training (Instruction, Comprehensive Services, Administration, and Evaluation). Cost for health services, equipment, and supplies will vary according to the number of children and classes. Manuals for training and operation may be purchased from the ILM sponsor. (Harold Freeman; c/o Fordham University; Rosehill Campus; Hughes Hall; Room 307; Bronx, NY 10458.)

services available

A Follow Through Demonstration Site.

ILM awareness materials will be available in February 1978. Arrangements can be made for intensive training for persons desiring to replicate any aspect of the program.

contact

Frances M. Cox, Director; Follow Through Program; 89 Yonge St. S.E.; Atlanta, GA 30312. (404) 524-1917.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-121 Approved: 8/17/77

Compiled Winter 1977

PROJECT LEBANON FOLLOW THROUGH RESPONSIVE EDUCATION PROGRAM

descriptors

Early Childhood Education
Parent Participation
Staff Improvement

target audience

Children grades K-3, their parents, and staff. The students are white, low-income rural children, although non-low-income children receive full instructional services as well. A high percentage are children with special needs, although the program is not specially targeted for this group.

description

A program providing comprehensive services for low-income children in grades K-3.

Services provided by the Lebanon Follow Through Responsive Education Program include nutrition and health services for children, as well as social services, parent involvement activities, and career development opportunities for parents. The instructional model used with both low-income and non-low-income children is based on the Responsive Education Program developed by the Far West Laboratory in collaboration with its 14 Follow Through sites. The goals of the program seek to support: (1) cognitive growth through the development of the child's problem-solving abilities; (2) self-concept; and (3) culturally pluralistic attitudes and behaviors. The following principles guide the teacher in working to accomplish these goals: (1) the program seeks to focus on child-assets, e.g., the strengths, interests, experiences, and background that the child brings to school; (2) learners take increased responsibility for their own learning; (3) skills are developed in an integrated and meaningful context; (4) learners have opportunities to interact and share with other learners. The same principles guide both the teacher training and parent involvement activities. Staff developers provide ongoing pre/inservice programs as well as other supportive activities for teachers. This includes large/small group sessions as well as individual work with teachers. Teachers receive observation and feedback of classroom interactions and teaching techniques as well as receiving videotaped segments of classroom activities which they can critique.

Parent involvement activities are designed to accommodate different learning styles and needs and serve to link home and school. In addition to employment opportunities within the program, some programs are provided, e.g., parent space, which involve school-parent interactions and discussions. Some involve classroom activities, e.g., Parent Night Out, involving teacher, teacher assistant, and parents. Some programs focus on special interest groups, e.g., crafts, nutrition, or parent support groups.

assurances/claims

Achievement in the areas of reading and problem solving of Lebanon Follow Through students exceeds both the means of the National Follow Through and non-Follow Through comparison groups and the publishers' national test norms. The rate of parent volunteers in Follow Through classrooms exceeds that of NFT classrooms. Positive attitudes towards school are higher among Follow Through parents than non-Follow Through parents.

implementation requirements

Representative "stakeholders" should participate in information gathering or be informed about the program. District goals, programs, curriculum, and philosophy should be compatible with the program goals and values. The staff developer role should be added to the existing school personnel structure, or if this is not feasible, existing positions should be redefined to incorporate these activities. The staff will need to participate in extensive preservice and inservice training programs. Program implementation will require at least two years.

financial requirements

The cost of replication depends upon how much of the total program is to be adopted, and the availability of funds at the local level to support the comprehensive services as well as existing staffing positions. Staff (i.e., staff developers, teacher assistants, community aides, social workers), comprehensive services, and staff development activities will be the major portion of cost. Materials, equipment, and supplies are not of primary concern.

services available

A Follow Through Demonstration Site.

Activities for dissemination and demonstration are still in the planning stage. While limited awareness materials are available at this date, more extensive materials are still in the developmental stage. The extent and cost of training services provided by the Lebanon project have not been determined at this point. Limited services for training and visits to the Lebanon Follow Through site are available at the present time. Requests should be made to June Hemberger (603) 448-3797. Additional information related to services will be available upon request in Spring 1978.

contact

Joan Garipay, Director; Follow Through Program; 84 Hanover St.; Lebanon, NH 03766.
(603) 448-3797.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-154 Approved: 9/12/77

Compiled Winter 1977

PROJECT MECCA: Make Every Child Capable of Achieving

descriptors

Regular Class Placement
Teacher Education
Intervention

target audience

Kindergarten and first grade.

description

An intervention program for Vulnerable Children (with a deficit in a skill area) in regular classes in their first years of schooling.

In the MECCA program, a learning disabilities teacher provides daily intervention and observation within the regular kindergarten classroom for children with potential learning problems, with the help of the classroom teacher and a classroom aide. (The MECCA programs provide daily observation, profiling, and intervention tenchiques within the regular classroom for every child in need of these services.) The program utilizes a team made up of a special education teacher, classroom teacher, and aide, who together analyze the activities of the curriculum into those tasks which the child must accomplish in order to be successful in the activity. The purposes of this Task Analysis process are to think carefully about what we are asking of the child and to observe where the child is successful and where he or she needs help. The intervention aspect of the MECCA program is based upon the principle of beginning at the level at which the child achieves success and proceeding with him or her, sequentially, through the difficult steps to new successes. After the initial training period, the classroom teacher and special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

MECCA operates as a program within the district's Opportunity for Learning Adventure (OLA) program.

assurances/claims

This project has had extensive evaluation since 1973-74 by an outside evaluator. Children with potential learning problems receiving the MECCA program of early intervention show significant differences on standardized measures of readiness compared with children in both alternate treatment and control groups. On standardized tests, 70% of the MECCA children evidence average or above average performance in readiness skills at the end of kindergarten.

implementation requirements

Program requires at minimum one classroom teacher, one part-time aide, and 30 minutes per class session (per day or half-day) from a special education teacher. Program can be adopted by from one class to all K-1 classes in a district. Teachers should be willing to individualize teaching and share space and responsibilities with aide and special education teacher-consultant.

financial requirements

Start-up and maintenance costs are approximately $40 per pupil. Reduction in total cost occurs as fewer pupils in upper grades require special education services.

services available

No special network funding supports this program's dissemination efforts. Curriculum materials and awareness materials are available. Visitors are welcome (school days).

contact

Julia Johnson Rothenberg; Trumbull Public Schools; 34 Edison Rd.; Trumbull, CT 06611.
(203) 261-6411, ext. 365, or 634-0003, ext. 232.

Developmental Funding: USOE Handicapped Title VI-G USOE JDRP No. 77-111 Approved: 3/23/77

PROJECT THE MONTEVIDEO FOLLOW THROUGH RESOURCE CENTER'S INDIVIDUALIZED EARLY LEARNING PROGRAM

descriptors

Early Childhood Education
Individualized Instruction
Basic Skills

target audience

Kindergarten through sixth grade. The program has been successful in rural, suburban, and urban areas. (Elementary students of all abilities could profit from this program.)

description

A program consisting of a highly structured, sequential, individualized curriculum for mathematics and reading that leads to proficiency in the basic skills.

The core of the Montevideo Follow Through Resource Center's instructional component is the University of Pittsburgh Learning Research and Development Center's Primary Education Project (PEP), as well as Individually Prescribed Instruction (IPI) programs designed to meet the individual developmental needs of young children in reading and math. These materials are supplemented by locally-developed Backtrack, Rocket Skills, and Metric programs.

The curriculum is characterized by five critical elements: (1) structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; (2) an assessment system comprised of criterion-referenced tests matched to curriculum objectives (part of the individual diagnostic/prescriptive procedures for the placement of individual students in the curricula and for immediate feedback to teachers); (3) management and organizations system designed to provide individual programs and learning experiences for children; (4) individualized instructional materials, sponsor-developed commercial sources, and teacher-constructed materials; (5) monitoring and record-keeping system depicting the location and mastery level of each student in each curriculum area.

PEP presents 400 hierarchical pre-reading and math objectives to kindergarten children in six learning areas: Quantification, Classification, Visual, General, and Auditory Motors, Letters and Numbers. The Early Reading Program (ERP) introduces work-attack skills to kindergarten and first grade students. Backtracking is math review sheets for additional drill. Rocket Skills provides a ten-minute daily fact drill. The Metric Program is a skill unit that supplements the individual math program to introduce the Metric Skills.

assurances/claims

Participation in the Follow Through Montevideo Resource Center will result in increased levels of achievement in reading and math.

implementation requirements

The decision to replicate the Montevideo Follow Through Resource Center Project should be jointly shared by administrators, teachers, and parents. An Educational Specialist will be trained to assist classroom teachers in implementation and monitoring. Program implementation requires two years. The project is first used in kindergarten and first grade during the first year of replication; could be adopted in second and third grade the second year; and could continue in fourth and fifth grades the third year.

financial requirements

The cost for replication varies according to school size, degree of implementation, and the equipment already available.

services available

A Follow Through Demonstration Site.

Awareness materials will be available after January 17, 1978. The Resource Center's Observation School will be ready to accept visitors for viewing the total program through one-way observation windows by Feb. 15, 1978. "Internship phase" schools will be available for "hands-on" experience for potential site trainers by March 1, 1978. Preservice staff and training packets will be available by April 3, 1978. Training can be at adopter's site.

contact

Candace Tobin, Resource Center Coordinator; Sibley School; Montevideo, MN 56265.
(612) 269-5591.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-149 Approved: 9/9/77

Compiled Winter 1977

PROJECT NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

descriptors Early Childhood Education
Basic Skills
Parent Participation

target audience K-3

description *An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher aides.*

The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes the following six concepts: (1) token delivery of contract system for motivation; (2) individualization; (3) programmed curricula; (4) progress monitoring; (5) staff training and career development; (6) parent involvement.

A unique feature of the project is the use of traditional native activities as a reinforcement for appropriate social and academic progress. Thus, culturally relevant motivators are used to sustain efforts in basic skills areas.

The utiliziation of parents as classroom teacher aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in making policy decisions concerning the project. With the use of programmed material and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

assurances/claims Evaluation data shows that children enrolled in the Northern Cheyenne Follow Through Project score at or near grade level on standardized measures of reading and arithmetic.

implementation requirements Adoption decisions must be jointly considered by all school personnel in coordination with parents. Orientation and training for implementation should occur at all stages for all involved. Hints for those considering adoption are (a) assign one monitor person to be responsible for communication and gathering of information; (b) establish a parent or community advisory board for planning. Training materials for staff development are required for initial start-up; these would not be required for maintenance. Program implementation requires at least two years. The project begins in kindergarten and first grade, then advances to the second and third grade.

financial requirements The costs of replication are basically those of staff training and the cost of teacher aides.

services available A Follow Through Demonstration Site.

Awareness materials are available, with printed brochures available for dissemination. On-site visits would allow prospective clients an opportunity to view project classrooms as well as to view slide presentations of all components of the project.

contact Joyce Knows His Gun; Northern Cheyenne Follow Through Project; Northern Cheyenne Tribe; Lane Deer; MT 59043. (406) 477-6215, ext. 223.

Developmental Funding: USOE Follow Through USOE JDRP No.: 77-151 Approved: 9/9/77

Compiled Winter 1977

PROJECT OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM

descriptors

Early Childhood Education
Interdisciplinary Approach
Reading

target audience

K-2. The program is utilized in an urban setting with children from a low-income background, but is designed to be applicable to other settings.

description

An interdisciplinary approach utilizing a literature-centered curriculum for students in kindergarten to grade 2.

The Oakland Follow Through Program model provides ongoing needs assessment of children from kindergarten to grade 2 according to performance objectives, and offers specific instruction to children's needs, utilizing a wide variety of experiences related to children's literature.

The literature-centered curriculum was devised to capitalize on a form of communication through which children could share knowledge, feelings, cultural information, and appreciation. It helps children to learn to: encode and decode language; comprehend what is read at the factual, interpretive, and applicative levels; make judgments; engage in critical thinking activities; reflect upon the material read; learn new words and ways to use them; learn about different forms of literary expression; relate to other fields such as music, art, drama, science, and social studies; enhance self-concept; build an ever-expanding involvement with a variety of experiences in literature; be more creative. Affective goals included: deriving pleasure from literary experiences; transferring positive literary experiences to other areas; gaining a wider appreciation of authorship; deriving wider appreciation of awareness of one's own or others' cultural backgrounds.

Children are provided experiences through a systematic exposure to literary experiences that forms the basis for further activity in literature or other subject areas. The room environment is conducive to a wide variety of activities that can motivate reading. Conversely, literature could also motivate participation in available activities in the classroom. Together with these literary experiences, a basal reading program also operates at the school site according to groupings of students with similar reading skill levels. Classroom teachers, instructional assistants, and parent helpers all assist with the reading groups. Students are regularly appraised by the instructional staff according to performance objectives.

assurances/claims

Evaluation data showed that Follow Through students, when compared to other similar children not in the program, received significantly higher scores in reading each year the program has been in existence.

implementation requirements

There must be adequate orientation for parents and school administrators as well as staff development for the instructional staff. Auxiliary staff must be provided not only for implementation planning, but also training, and instructional staff consultation and assistance. Materials for the program-approach must be developed and provided throughout the program operation. Present level of operation: two auxiliary staff members for 34 classes. Program implementation is dependent upon how quickly staff is trained and materials are available.

financial requirements

The cost of replicating a program that supplements the basic instructional program are those which deal with training of personnel, the provision of classroom assistance, and the development and provision of instructional materials. Costs would depend upon the number of auxiliary staff members necessary and the amount of materials needed for a certain number of classes.

services available

A Follow Through Demonstration Site.

Awareness materials are available. Visitors who wish to view this program approach should write to contact address below. A resource-demonstration center will be operational sometime during the coming year. Services will be available through the center upon prearranged appointments with resource center personnel. Orientation materials will be provided at no cost to visitors. However, adopters will assume all costs for materials needed for replication of program approach. Training will take place at the resource center.

contact Stanley K. F. Won; Oakland Public Schools Follow Through Program; 1025 Second Ave.;
Oakland, CA 94606. (415) 836-2622 or 465-5073.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-150 Approved: 9/9/77

Compiled Winter 1977

PROJECT PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

descriptors

Early Childhood Education
Identification
Parent Participation

target audience

Available to all children, birth through kindergarten, and their parents. Beginning at three: locating, testing, and treating children with problems. For fours: "Saturday School," a comprehensive school and home learning program. Originally approved by the JDRP as a program for four-year-olds, certain components now operate for all preschool children -- birth through four.

description

A program available to all preschool children, birth through four, structured to increase each child's chances for success in school.

The overall objective of the district-wide programs available to all preschool children is to increase each child's chances for success in school. Whatever the preschool age, we provide the resources; parents are the principal teachers and the home is the teaching center. Our special concern is locating, testing and treating any child with special problems. Here's what we're doing:

We start early -- from birth! We provide parents with "Games To Grow On" -- easy-to-do, age-sequenced learning activities to encourage maximum visual, motor and language development. We test children, beginning at three -- then provide the specialist staff for weekly home-teaching follow-up with both the child and parents on any problem that could interfere with later learning. When our children are four, we provide a comprehensive program that is still home-based and parent-child centered, but additionally brings child and parent to school. Called Saturday School, it has four major components: (1) Assessment plus diagnosis plus follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. An additional number receive short-term attention. (2) A three-hour school "day" on Saturdays mainstreams even the most severely handicapped. Fours rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Seventy-eight percent of the parents teach once every six weeks. (3) Weekly one-hour home teaching visits include two or three neighboring children and their parents. Children with special problems are visited each week by a teacher-specialist. (4) Home teaching through the week by parents. Parents receive a weekly home activity guide suggesting learning "games." Additional unique features of our program include: (1) Consultative services. Child Development Consultants work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training through the year. (2) Staff development is a continuous process. Teacher and teacher-specialists meet a week before school starts plus two half-days each week through the school year to plan, confer, and receive training.

assurances/claims

Average gains of all Saturday School students: 16 months' intellectual growth (Slosson Intelligence Test); 15 months in language development (Merrill Language Test); 12 months in visual-motor skills (Beery Test of Visual-Motor Integration). Follow-up studies show Saturday School children now in fourth grade score higher on achievement tests than children with and without preschool experience.

implementation requirements

Program may be adopted totally or in part. Staff training is conducted by us in two-day institutes at our site. Program may be adapted in individual school or entire district, in a rural or urban setting. It is easily adapted for Title I funding and requires a commitment to work with parents. Adapters should also develop means of evaluating school year gains of children (but may use different tests). Project materials may be used by adapting schools.

financial requirements

Saturday School's average cost (1976-77), $300 per child (enrollment, 700). Costs average an additional $10 per child for materials. Uses otherwise vacant kindergarten classrooms on Saturdays and available materials found in classrooms. Started with half-time teacher and specialist staff, 20 hours/week. (Staff now full-time.) Some consultative staff needed, but may use available school district personnel and community resources.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochure, two audio-film strips. All program materials reasonably priced and available for teacher and/or parent use. Visitors welcome by appointment. Monthly, two-day mini-institutes at project site (trainee costs partially subsidized by us). Out-of-state training (partial or all costs paid by requesting states). Out-of-state conferences (costs may be shared by us, depending on our financial resources).

contact Marion M. Wilson, Director; Early Education; Ferguson-Florissant School District; 655 January Ave.; Ferguson, MO 63135. (314) 595-2255.

Developmental Funding: USOE ESEA Title III — USOE JDRP No. 74-47 Approved: 5/23/74

Compiled Winter 1977

PROJECT PARENT READINESS EDUCATION PROJECT (PREP)

descriptors

Early Childhood Education
Intervention
Parent Education

target audience

Preschool children with developmental delays; parents; high school seniors.

description

An early-intervention project for academically high-risk preschool children, in which parents attend classes to learn to become effective change agents for their own children; and high school students learn pre-parenting skills while working with children.

The goals of PREP are: (1) to identify preschool children with potential learning problems and to develop a plan of remediation; (2) to teach parents how to develop in these children the skills necessary for academic achievement, and to teach child development and management techniques; (3) to train high school students for more effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 48 families. The model has been successfully adopted in inner-city, suburban, and rural areas and in diverse socio-economic areas throughout United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors, and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

The PREP Children: All children are tested in the fall of the year prior to kindergarten entrance. Based upon indications of potential learning problems and parental willingness to participate, 48 children are selected. Priority is given to children with younger siblings. The children attend PREP one morning a week in groups of 12. Activities that the parent and child do together at home are the key to skill development. Classroom and Home Curriculum: Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are all emphasized. The PREP Parents: One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Parents also meet in a group to discuss topics related to raising and nurturing children. The PREP High School Students: Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concepts during the second semester. They attend weekly seminars and receive course credit in child development. Topics such as the origins of behavior and responsibilities of parenthood are discussed.

assurances/claims

Participants' pre- and posttest scores on Caldwell Cooperative Preschool Inventory were compared with matched group. Participants made great gains in school-readiness areas. (Evaluation was conducted in 1972, 1973, and 1974.) Parents had excellent attendance, reporting that their parenting styles evolved toward promoting cognitive growth and positive self-concepts in their children.

implementation requirements

Staffing to reach 48 families: two teachers (can be .6 time), one part-time secretary, one part-time aide, one administrator. Training sessions are three days. A large classroom equipped for young children, arrangements for an observation room, and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

financial requirements

Staff (all can be part-time): two teachers, one secretary, one aide, one administrator. Materials (start-up): cost of equipping preschool classroom, $1,200; observation room, $1,000; prep manuals, $25; parent library, $500; curriculum materials, $800.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Project-developed materials are available for purchase at nominal cost. Training can be at original project site or adopter's site. Follow-up services and consultations are provided. Visits to projects are encouraged. Information sessions are held at frequent intervals. Staff is available for presentations. Cost arrangements will be negotiated and can be shared.

contact

Diane K. Bert, Project Director; Redford Union School District; 18499 Beech Daly Rd.; Detroit, MI 48240. (313) 535-2000, ext. 201 or 202.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-51 Approved: 5/29/74

Compiled Winter 1977

PROJECT PERCEPTION+ (formerly Project SEE)

descriptors

Basic Skills
Early Childhood Education
Communication Skills

target audience

Primary focus: kindergarten (for Level I) and first grade (Level II). However, Level I can be initiated at any time between preschool and eighth grade, followed the next year by Level II.

description

A prerequisite to any formal learning discipline.

PERCEPTION+ addresses the student's ability to learn. If the ability to learn is a skill, as we believe it is, then learning, as a skill, can be learned. PERCEPTION+ is not a reading, writing, or arithmetic program; it does not prepare students to learn to read, write, and do arithmetic. It is not a remedial program; but it is being used for remediation. It is designed for introduction at the kindergarten level, but is being used effectively from preschool to junior high.

PERCEPTION+ is...PERCEIVING...seeing what is looked at, hearing what is listened to, feeling what is touched....These are fundamental requisites for learning, the prerequisites for the 'basics' -- and they are attainable through the fifteen-minute PERCEPTION+ lessons, given three times a week throughout the school year. An entire class -- not just those identified as having perceptual deficiency -- participates as a group. The teacher offers experiences -- the students describe them in their own words. PERCEPTION+ is...PROCESSING....Unprocessed information is meaningless and irrelevant information. The PERCEPTION+ program is perceiving and processing. In each of the lessons in Level I and II instructional units, the students continually process data. They analyze, relate, compare, judge, sequence, decode...they critique and self-correct...they internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, rather than as an expositor of information. The PERCEPTION+ program provides children with the means for making information meaningful. PERCEPTION+ is...APPLYING....Information that has been internalized can be easily and readily applied. Understanding generated in one context can be transferred, without reteaching, to new and different contexts. The PERCEPTION+ program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. Conversely, they perceive the subtle differences -- the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can logically determine what they have to know. As students apply internalized understanding to new experience, teachers will know what their students know....

assurances/claims

Evaluation through pre- and posttesting with Knobler Perceptual Development Series and teacher's subjective-response questionnaire. Responses from diverse populations, including rural, urban, suburban; low-, middle-, and upper-income; preschool, public and private schools indicate similar growth patterns. Teachers consistently report above-average impact on perceptual awareness, communication skills, eye-hand coordination, thinking, and decision-making.

implementation requirements

In recognition of the unique character of each classroom situation, PERCEPTION+ is a program to be adapted rather than adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in 1½ hours; or they can replicate the program from the teacher's guide and available filmstrip/tape, or from the TV presentation on project philosophy, rationale, and methodology.

financial requirements

The program can be implemented for as little as $30 (the cost of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: Level I (first year), Level II (second year), and Tactual Level I and Tactual Level II as supplements for children with deficiencies. Each kit is $30. These are totally self-contained and nonexpendable, and are for use with an entire class regardless of size.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at cost. Visitors are welcome by appointment. Project staff will, on request, present awareness and/or training sessions to interested educators at project site or out-of-state (costs to be arranged). Within limits, staff members will offer subsidized services to districts outside New Jersey. There are educators in other parts of the country who have been certified by the staff as recognized trainers for the program. If so desired, we will refer districts in their areas to them for training.

contact

Milton Knobler, Director or Arlene Schor, Project Disseminator; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200, ext. 257 or 288.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-78   Approved: 6/7/74

Compiled Winter 1977

PROJECT THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

descriptors

Intervention
Parent Participation
Individualized Instruction

target audience

Handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

description

A home-teaching program serving multi-categorical handicapped children from birth to six years of age.

The Portage Project is financially supported by 23 local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family each week to aid parents in: (1) assessing the child's present skill-level in five developmental areas; (2) targeting emerging skills; (3) helping them to develop skills necessary to teach their own child; (4) defining appropriate teaching techniques; and (5) evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that effective parent involvement is the main ingredient in effective, long-term early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three to four prescriptions are left weekly and parents continue to teach the child daily and to record the child's progress. On the next home visit the home teacher records postbaseline data on each task, which serves as the basis for weekly curriculum modification.

A new aspect of the Project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. During the regular home-visit session, instruction is provided for the parent as well as the child.

assurances/claims

The children in the project (mean I.Q. 75) gained 15 months in an eight-month period as measured by Cattell Infant Test and Stanford-Binet. Another showed that greater gains were made by Portage Project children in mental age, language, academic, and socialization skills compared to children receiving classroom instruction. The Portage Project has been replicated in approximately 30 sites which have all demonstrated similar gains.

implementation requirements

Staffing: Three teachers (professional and paraprofessional) and one master teacher (professional) should be employed 100% on the project. It is recommended that resource personnel be available to the staff for assessment and curriculum planning. Facilities/Installation: All instruction takes place in child's home; only facility necessary is small office for storing materials and for staff meetings. Training: Initial training consists of 4-5 days intensive instruction at the replication site. One to two follow-up visits will be scheduled during the year to assess program effectiveness and to evaluate curriculum planning, data collection, and the home teaching process.

financial requirements

Based on a 9½-month school year, per pupil costs average $650. Start-up cost has been estimated as ranging from $775-$1,600 per child per year (data secured from replication sites).

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site; contact A. H. (Susie) Frohman at the contact address (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses are covered).

contact David E. Shearer, Project Director; Cooperative Educational Service Agency 12; 412 East Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-5342.

Developmental Funding: USOE Handicapped   USOE JDRP No. 75-75   Approved: 11/10/75

Compiled Winter 1977

PROJECT PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I

descriptors

Communication Skills
Diagnostic Teaching
Early Childhood Education

target audience

Four-year-old children who live in Title I target school attendance areas.

description

A program designed to provide individually-prescribed educational activities for disadvantaged children, age four.

The basic purpose of this project is to diagnose the needs of each child and provide individually-prescribed activities to meet those needs. The major thrust of the program is the instructional component, supported by parental involvement and health education.

Upon each child's admission to the Early Childhood Program, records of test results are analyzed to provide data concerning the area of auditory and visual reception, gross and fine motor skills, visual motor integration, and expressive and receptive communication. Using this profile of strengths and weaknesses, the teacher establishes instructional objectives for each child.

Teachers keep individual logs that detail progress through the sequence of objectives developed for each child, as well as activities designed to accomplish those objectives. Children with suspected deficiencies in speech and language beyond the scope of planned classroom experiences are referred to the Early Childhood Speech Pathologist for intensive therapy.

Total-group experiences, such as cooking, storytime, and field trips, provide opportunities for development of socialization skills and expansion of each child's understanding of the world in which she/he lives. Daily activities, conducted in a warm, accepting environment, are directed toward the development of the whole child -- her/his mental, social, physical, and educational growth.

assurances/claims

PREDICT-I children showed statistically (.05) significant growth in the following areas when compared with a control group: (1) cognitive ability as measured by the *Slosson Intelligence Test for Children and Adults*; (2) concept formation as measured by the *Boehm Test of Basic Concepts*; (3) language usage as measured by the *Grammatic Closure Subtest of the ITPA*.

implementation requirements

Different adopter plans are possible, but the program's evaluation would be based on those components of the program actually implemented. Minimum-time requirements for adoption would include one-day project-site orientation session, one-day adopter-site follow-up inservice, and one-day adopter-site program evaluation. Project staff expenses will be paid for by the project. Adopters would schedule the time, place, and participants -- teacher(s), aide(s), special resource persons. Special arrangements might be made to inservice units as small as a single center.

financial requirements

Start-up cost for instructional supplies and equipment: $1,000/center (32 pupils). Maintenance cost for instructional supplies and equipment: $300/center.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visits to the centers can be scheduled for any Thursday. Orientation sessions will be conducted at the project site December 9 and February 17. Follow-up training sessions at the adopter sites can be scheduled (exemplary project staff expenses will be paid by the project).

contact

Marion Hazelton, Cedar Rapids Community Schools; 346 Second Ave. SW; Cedar Rapids, IA 52404.
(319) 398-2111/2417.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 76-101 Approved: 10/18/76

Compiled Winter 1977

PROJECT

PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME (formerly A Model Preschool Center for Handicapped Children: Down's Syndrome Programs)

descriptors

- Intervention
- Parent Participation
- Handicapped Children

target audience

Down's syndrome children, birth to six years of age. (Can be replicated with school-aged children.)

description

A program designed to accelerate and maintain developmental gains of children with Down's syndrome; to give help and training to their parents; to develop a transportable model; and to provide an exemplary demonstration program.

There are five programs in which children and parents participate: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten The Infant Learning class provides individualized instruction in early motor and cognitive development for children from birth to 18 months of age. Parent and child come to the center for weekly 60-minute sessions. Training is also continued by parents in the home. Preschool and kindergarten classes meet for two hours four days a week. In addition to a variety of classroom activities that foster physical, personal-social, communication, and cognitive development, each child receives 10-20 minutes of daily individualized instruction in pre-academic and academic skills. Parents participate weekly as teacher aides and data takers, to learn techniques for maintaining the child's progress at home. The Down's Syndrome Performance Inventory is used as an assessment tool and guide for setting curriculum objectives. The skills are developmentally sequenced, and provide a record of the child's performance and progress.

(The Model Preschool Center for Handicapped Children was initially funded by BEH as a center with training, research, and service components. More recently its funding has been for technical assistance and outreach activities. The Center is affiliated with the Experimental Education Unit of the College of Education and the Child Development and Mental Retardation Center at the University of Washington in Seattle.)

assurances/claims

Down's Syndrome Performance Inventory, Denver Developmental Screening Test, Uniform Performance Assessment System, Gesell, Bayley Scales, Stanford-Binet, Peabody Picture Vocabulary Test; also classroom observation. Data show that children served in the Down's Syndrome Programs are meeting and maintaining developmental and cognitive objectives.

implementation requirements

Program emphasis is on strategies and procedures; i.e., regular preschool equipment and materials are used to facilitate development. Access to support services, technical assistance, and resources in the community is necessary, as are visitations to and internships at the project site. Parent involvement is required. The project maintains close contact with the children in adopter programs; data exchange is required.

financial requirements

Costs for four-quarter period: $2,100 per student. Cost includes salaries for qualified personnel, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

services available

No special network funding supports this project's dissemination efforts.

Brochures, assessment materials, program planning guides, and specific staff and parent training programs for teaching a variety of skills are available. Copies are available at cost. Slides and videotapes may be rented or purchased. Visitors welcome by appointment. Project staff may be able to attend out-of-state conferences (expenses are covered). Instructional sessions are regularly available during the summer. Other inservice training can be arranged on request (costs to be arranged).

contact

Alice H. Hayden, Director; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE Handicapped

USOE JDRP No. 75-64b Approved: 9/3/75

Compiled Winter 1977

PROJECT PUBLIC SCHOOL 243/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM

descriptors

Early Childhood Education
Staff Improvement
Parent Participation

target audience

K-3 children of all abilities and their families.

description

A project focusing on the total development of the child and his family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

The program is geared toward the prevention of early school failure and the development of attitudes in the child that enable him to maintain his academic competencies throughout his school years. There is a systematic assessment of all entering children. Diagnostic teaching in the language and reading areas and an integrated curriculum are developed, based on trained observation by staff, standardized tests, and a wide range of analytic tools developed by Bank Street College. A consistent record of skills attainment is maintained. Periodic review and evaluation of the children's progress is made by an interdisciplinary team in cooperation with parents. Emphasis is placed upon understanding each child's strengths, prior learnings, competencies, needs, and learning style. The daily instructional program is organized around individual, small-, and large-group instruction and child-initiated activities. With Social Studies as the core, other curriculum areas are interwoven in a study of the child's immediate environment that later extends to the larger environment. A wide variety of materials is used. Classroom and curriculum management are based upon agreed limits, with children participating in discussions and understanding the reasons for decisions. Ongoing workshops and parent-training programs are designed for greater parent understanding and participation. The program maintains a curriculum resource room and a children's ethnic heritage resource room. The Follow Through Program comprehensive team consists of: the school administrators; the project coordinator; the classroom team of teacher and educational assistant; staff nurse; social worker; family assistant; senior school neighborhood worker; and Bank Street College field staff and staff developers, who facilitate the process of adult learning through demonstration, team planning, workshops, and supportive techniques.

On February 1, 1978 the project will open an onsite demonstration/diffusion center.

assurances/claims

Standardized tests reveal that a smaller percentage of Follow Through children fall one or more years below grade level relative to expectations on national norms, and that they exceed local norms at grades 3-5. In addition, Follow Through children remain above grade level after the Follow Through program.

implementation requirements

A classroom teacher, teacher aide (or volunteer), and personnel to act as staff developer (assistant to principal, teacher trainer, etc.) are minimal staffing requirements. This team, in addition to parents or a parent program developer, will be trained at the Follow Through Resource Center and at the adopter site. Training will also be geared to developing new or existing comprehensive services personnel of the adopter site. Adopters must attend training at the Resource Center and will receive additional training at the adopter site.

financial requirements

Cost of training of staff teams. An initial investment for a variety of materials and equipment found in child-centered programs (if not already available). Commercially-published tests and Bank Street College-developed diagnostic tools. Provision of a wide range of children's trade books.

services available

A Follow Through Demonstration Site.

Awareness materials are available. Awareness visitations and consultations offered on a scheduled basis. Project site services: observation of demonstration classrooms; training program for staff and parents; consultation staff; partially subsidized costs for released time; resource rooms for workshops and study of program materials. Services at adopter site: field staff available for ongoing training and support at adopter site (costs may have to be partially subsidized); visitations and consultations at Bank Street College (sponsor).

contact

June Douglas; Follow Through Program; P.S. 243; 1580 Dean St.; Brooklyn, NY 11213.
(212) 772-2888.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-156 Approved: 9/12/77

Compiled Winter 1977

PROJECT RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER

descriptors

Home Instruction
Parent Education
Volunteers

target audience

Children in grades K-3 and their parents.

description

A program teaching parents to establish a home environment receptive to learning to participate actively in their children's education, and to promote their children's self-esteem and learning abilities.

The Richmond Follow Through Program is based on the active involvement of parents in the education of their children. This concept is established on the premise that patterns of, and motives for, academic achievement and personality development in primary grade children (K-3) are largely a result of home-study influences. The Richmond Program is designed to provide a systematic means of linking the home and school for the ultimate purpose of improving the educational performance of the children involved.

The key element in the Parent Education process is the role of paraprofessionals called "Parent Educators," two of whom are assigned to each Follow Through class. Parent Educators spend approximately 50% of their time as classroom aides, and the remaining time (two days per week) is spent visiting the homes of the Follow Through children. The weekly home visit by the Parent Educator is an integral part of the Home Learning Cycle. In simplest terms, this weekly cycle involves an individualized Home Learning Activity (HLA) being taught by the teacher to the Parent Educator, who teaches the HLA to the parent, who in turn teaches the HLA to the child, thus providing continuous reinforcement of the child's educational achievements. The guiding principles throughout the Home Learning Cycle is a set of ten basic tenets (Desirable Teaching Behaviors) identified by the sponsor and accepted by Richmond Follow Through as important ingredients in the teaching-learning process. Teachers and parents are encouraged to use open-ended questions, positive reinforcements and the "discovery approach" to stimulate and expand the intellectual processes of the learner.

Materials for individualizing instruction are used at each grade level to supplement school district curricula. The project is continuously developing a Library of Home Learning Activities consisting of tasks designed to reinforce students' cognitive skills and affective behavior. In 1974-75, a description of the Four Volume Library (Language Arts, Social Studies, Science, Mathematics) was placed in the Educational Research Information Clearinghouse (ERIC) system for international distribution.

assurances/claims

National evaluation data, model sponsor data, and local evaluation data indicated that Follow Through children made achievement gains greater than comparison groups.

implementation requirements

A minimum of a two-day on-site training will be necessary for successful implementation of this project.

financial requirements

The minimum cost of replicating the parent education program is $100 per child. This includes services of paraprofessionals, training staff, and teaching materials. Other comprehensive services are also available.

services available

A Follow Through Demonstration Site.

Awareness materials are available. Training process packages and curriculum materials are also available.

contact Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219. (804) 780-5341.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-146 Approved: 9/6/77

Compiled Winter 1977

PROJECT PROJECT STAY: School to Aid Youth

descriptors

Dropout Prevention
Basic Skills
Counseling

target audience

Grades 1-3. Children enter on screening administered during kindergarten year. They remain in Project STAY one-half day, the regular classroom the other half day.

description

A program providing early identification and treatment of social, emotional, and academic needs of pupils.

Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are (1) identification of achievement levels of high-risk pupils; (2) provision for individual instruction in mathematics and reading to correct specific deficiencies; (3) identification of social problems, poor self-concepts, and attitudes of potential dropouts; and (4) provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers and has found they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, Virgin Islands, Western Australia, and Puerto Rico; over 3,000 visitors have visited Project STAY.

assurances/claims

Project STAY conducts a yearly evaluation. All students are pre- and posttested on the Stanford Achievement Test and Wide Range Achievement Test. Other tests are administered if needed. Results are available upon request.

implementation requirements

Adopter identifies high-risk kindergarten children to receive special services during first year of school. Inservice staff and first grade teachers secure materials. Space required is determined by pupil enrollment. Program may be used in one classroom (30 children) or by an entire school district.

financial requirements

Cost of program is approximately $40,000 for a regular elementary school. Actual cost per pupil during three years of federal funding was $612.33.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials (including Project STAY slides) are available. Visitors are welcome by appointment. Training is conducted at the project site. Training is conducted out-of-state. Project staff may be able to attend some out-of-state conferences.

contact Pat Ross, Project Director; Project STAY; Moore Public Schools; 400 N. Chestnut; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 43 Approved: 4/9/73

Compiled Winter 1977

PROJECT TITLE I ESEA PRESCHOOL

descriptors

Early Childhood Education
Parental Participation
Diagnostic Teaching

target audience Kindergarten students.

description *An early childhood diagnostic/prescriptive program that provides individualized instruction for each child.*

This program provides an open classroom design for kindergarten activities. Measuring and weighing activities, number concept activities, nature observation, book viewing, musical activities, home life simulation, water activities, and flannel board sharing occur in learning centers in each classroom. Intellectual development is stressed. Instruction is divided into the following units: home and school, health and safety, community helpers, the farm, the city, pets, woodland animals, holidays, seasons, five senses, foods, and our bodies. In addition, children are taught over 100 specific concepts in language, math, and science.

assurances/claims The Test of Basic Experiences (TOBE) Language Test, Form K (language and mathematics) was administered pre/post. Significant progress was shown. Teacher-made checklists and continuous teacher evaluation are also used. Financial and evaluation data were collected in 1974-75.

implementation requirements No special facilities or equipment required. Each class of 20 children requires one teacher and at least one aide. Instructional units are independent of each other; some or all may be implemented.

financial requirements Teacher-made materials and curriculum guide developed over a period of 10 years. Parent participation manual and curriculum guide are out-of-print; no plans currently to reprint.

services available No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out-of-state. Project staff can attend out-of-state conferences (expenses must be paid).

contact Bonnie Nicholson; Bessemer City Schools; 412 N. 17th St.; P.O. Box 868; Bessemer, AL 35020.
(205) 424-9570.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 26 Approved: 4/4-5/3

Compiled Winter 1977

PROJECT TRENTON FOLLOW THROUGH: BEHAVIOR ANALYSIS APPROACH

descriptors

Early Childhood Education
Basic Skills
Parent Participation

target audience

Students of all abilities and their parents, especially from low-income families K-3 (with expansion possibilities in grades 4-6).

description

A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

The Follow Through Program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly-stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher aide, and a parent educator, allows for small-group instruction.

Programmed instructional materials are used primarily because they enable each child to progress individually at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials recommended for use in the Trenton Program have been selected for their capacity to accommodate a continuous-progress monitoring system.

Parents become involved in the Trenton Program in two ways: as classroom instructional personnel, and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). The rotation of parent educators provides ample opportunity for interested parents to become acquainted and involved with their children's educational experiences. Each parent educator participates in a five-day training sequence. The Policy Advisory Council assists with the planning and operation of program activities and actively participates in the decision making concerning these activities.

School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and other vital screening (dental and vision) with follow-ups to each child enrolled in the program.

assurances/claims

The Trenton Program improves academic performance of low-income urban students to (or near) grade level in reading, arithmetic, and spelling. Data collected annually over nine years indicates a .01 significance level (Wide Range Achievement Test). Annual Consumer Evaluation questionnaires to parents and students show high satisfaction level regarding program.

implementation requirements

Adoption entails a joint decision by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member is designated the liaison between Trenton Program and adoption site. Trenton Program provides follow-up training and feedback at replication site. A classroom can adopt; whole schools are preferred. Other options considered; e.g., all kindergartens in a district. Each classroom staffed with a teacher and teacher aide (parent educator optional). A variety of commercially-available materials already found in most classrooms is used.

financial requirements

Staffing: Teacher-student ratio 1:10-12; one site trainer (adoption site liaison person). This is a reassignment of current personnel. A training and monitoring contract between adoption site and Trenton Program assures proper program implementation. Adopter must maintain a system for continuously monitoring student progress. Materials: Behavior Analysis handbook, approximately $20; Trenton-developed handbook, free.

services available

A Follow Through Demonstration Site.

Awareness materials (brochures, technical briefs, slide show, videotape) are available. Visitors are welcome by appointment. Orientation, observations, and training seminars are available at the project site and out-of-state (if the latter, exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be partially subsidized). Quarterly newsletter sent upon request.

contact

Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 396-7646, ext. 405/406.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-139 Approved: 8/26/77

Compiled Winter 1977

PROJECT TULARE FOLLOW THROUGH

descriptors

Basic Skills
Early Childhood Education
Parent Participation

target audience

All students, grades K-3.

description

A language development and social education program intended to provide low-income children with a broad range of services.

Developed by SEDL (Southwest Educational Development Laboratory -- Austin, Texas), the program stresses a flexible, sequential system of instruction designed to meet needs of children whose primary language is not standard English. A positive emphasis on the child's native language and culture is essential to cognitive development and the shaping of a positive self-image. Kindergarten instruction focuses on development of motor, visual, and auditory skills as children learn the syntax of English. In grades 1-3, the goals are: to develop oral language and reading proficiencies and to provide opportunities for application of these language and reading skills. Instructional materials have been designed to develop sensory, perceptual, reading, reasoning, and thinking skills. The materials are sequenced in order to develop a hierarchy of thinking processes, specific terminology, and symbols. English oral-language materials are used to promote understanding and as an introduction to and/or an integral part of subject areas. Social Education materials encourage development of cultural awareness, beginning with learning experiences centered around the immediate family (K-1), extending to other families in the community (grade two) and to other cultures and communities (grade three). DISTAR materials are used to support Ginn 720 instruction in reading.

Community liaisons train parents to use the SEDL Training Packets for the Young Child, which include units on Thinking and Reasoning, Independence and Responsibility, Discipline for the Young Child, and Living and Learning in the Home. Home Learning Centers are arranged for small groups of second- and third-grade students to meet after school with two mothers who have been trained to teach enrichment lessons. The children meet twice a week for a series of ten or twelve lessons that begin with a nutritional snack. The lessons taught in this extended day-learning environment are varied, and may include the life cycle of the butterfly, weaving, cake decorating, or aerodynamics.

assurances/claims

Tests gathered by: (1) Stanford Research Institute, for children entering program in 1971 and leaving in 1975; (2) Model sponsor (Southwest Educational Development Laboratory), 1975 and 1976; and (3) Tulare, 1976-1977 show that the program has contributed to substantial student progress, higher attendance levels, and increased parent involvement.

implementation requirements

Teaching assistant for each classroom; nurse and health aide; community aide for parent education; social worker; evaluator; secretarial assistance; coordinator. Daily lunches and nutritional snack provided. Career-advancement and staff-development needs are determined and met. Personnel and program components have implementation and maintenance costs. The program should be adopted K-3 for a four-year span; longevity in the program influences effectiveness.

financial requirements

Costs determined by number of components to be replicated, and existing staffing and practices. If schools currently employ teacher assistants and have financial commitment to student health and parent participation, primary costs will be for materials, staff development, and follow-up monitoring.

services available

A Follow Through Demonstration Site.

Awareness materials available March, 1978. Visitors welcome by appointment. Districts wishing to implement the instructional model sponsor program must purchase those instructional materials. Training at project site only (costs to be arranged).

contact

Ione P. Waite; Follow Through Resource Center Director; 600 North Cherry; Tulare, CA 93274. (209) 686-3335.

Developmental Funding: USOE Follow Through
USOE JDRP No. 77-127 Approved: 8/19/77

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PROJECT WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER

descriptors

Early Childhood Education
Parent Participation
Individualized Instruction

target audience Students K-3. Although this program was developed for low-income disadvantaged students, it can be used with any group of students.

description *A behavioral analysis approach program emphasizing the basic skills of reading, math, and language arts.*

The model used by Waukegan Follow Through was developed by the University of Kansas. The significant components of the program are: (1) Classroom Staff, (2) Training of Staff, (3) Emphasis on Basic Academics, (4) Approved Curriculum, (5) Continuous Progress Monitoring and Feedback, (6) Motivation System, (7) Comprehensive Services, (8) Parental Involvement.

All classrooms use a Behavior Analysis approach and staff are trained in positive reinforcement techniques. Classroom curriculum is based on programmed materials with student targets established by the teacher. Parents are used as paid paraprofessionals so they will have the opportunity to observe and influence their child's education. Close contact with student progress is provided by computer feedback on a bi-weekly basis in reading, math, and spelling.

assurances/claims This project was among the national sample selected by the Stanford Research Institute to evaluate Follow Through programs. Yearly pre/post data has been a part of the University of Kansas evaluation.

implementation requirements A decision to implement the program must be shared by teachers, administrators, and parents. All persons concerned with implementation should be trained in the model. At least one person should be designated as a coordinator of activity after training is complete. The building principal should fully understand the program and be capable of monitoring the instruction.

financial requirements The costs of replication are basically those of staff training, equipment, teaching staff, other staff, and consumables.

services available A Follow Through Demonstration Site.

Awareness materials will be available. Film and slide film will be available once the center is implemented. On-site training as well as off-site training will be available. Schools implementing program will receive no-cost training of staff. Site personnel will be available for workshops on a shared cost basis.

contact Harry Bowen, Associate Superintendent; Waukegan Public Schools; 1201 N. Sheridan Rd., Waukegan, IL 60085. (312) 336-3100, ext. 418, 419.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-126 Approved: 8/19/77

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SECTION 5

ENVIRONMENTAL EDUCATION*

project Adventure - Massachusetts 5-3
An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

Curriculum Modification Through Environmental Studies: Environmental Studies Center - Florida 5-4
Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

project ECOLogy (Environmental Career-Oriented Learning) - Washington 5-5
A project that has as its aim the infusion of ecological concepts, career information, and futures understandings into the learning world of children by utilizing a format that requires no major change in the existing learning climate.

ECOS Training Institute (ETI) - New York 6-7
A program offering workshops designed to assist diverse local school districts to infuse environmental or career education components into their curriculum.

project I-C-E (Instruction-Curriculum-Environment) - Wisconsin 5-6
Environmental education program, K-12; a concept-based, integrated, interdisciplinary approach.

project KARE: Knowledgeable Action to Restore Our Environment - Pennsylvania 5-7
An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty", interdisciplinary learning activities.

Pollution Control Education Center -- Priority One: Environment - New Jersey 5-8
An interdisciplinary environmental education program focusing on values clarification and decision making.

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*Projects with multiple emphases may be listed under more than one section.

PROJECT PROJECT ADVENTURE

descriptors

Physical Education
Interdisciplinary Approach
Self Concept

target audience

Originally approved by the JDRP for students of all abilities on the high school level, the program has been successfully adapted to middle schools and upper elementary school grades. Parts of the program have also been applied in therapeutic and camp settings.

description

An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering them little opportunity to take responsible action or to test out abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy plus a humanistic group-process approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is that of stating the problems and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility, and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together. These are: (1) a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students; and (2) an academic curriculum component designed to give hands-on experiences and a practical application of the "basics.' The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept.

The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

Training: The project offers teacher-training programs in both academics and physical education. These are intended to give teachers skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of enthusiastic teachers from a single school attend a five-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process.

assurances/claims

Evaluation data shows that participation in Project Adventure significantly improved students' self-concepts and levels of achievement motivation, and (in the physical education component) has measurably improved physical functioning on five of six measures. Students and parents see growing self-confidence and more active participation in school programs as outcomes.

implementation requirements

Attendance at the five-day workshop is essential. Ideally, one or more interested and enthusiastic teachers are trained in either the physical education or curriculum workshop, or both. (Both programs can be taught by teachers who are willing to try.) A second requirement is a supportive (or at least neutral) administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling. No special facilities are required, although Ropes Course construction for the Physical Education program usually calls for some open space around playing fields or in a wooded area. No special staffing is required.

financial requirements

Typical costs for most adoptions include a five-day residential teacher-training program (approximately $175 per teacher for room, board, and materials; travel costs not included). For the Physical Education component, schools should allow a minimum of $1,800 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, camping equipment, etc., depending on the curriculum developed.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. On-site visitation is welcome by appointment. A slide tape can also be rented from the project at a nominal fee. Written curricular and evaluation materials are available at modest cost. Five-day residential training workshops are conducted at the project site. Workshops can be held at local sites out-of-state (project staff costs must be paid). Project staff is also available for awareness presentations and conferences (usually, travel and expenses are shared). The project offers implementation follow-up services on a limited basis (ordinarily, expenses are shared).

contact

Robert Lentz, Director or Mary L. Smith, Associate Director; Project Adventure; P.O. Box 157; Hamilton, MA 01936. (617) 468-1766.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 4 Approved: 4/9/73

Compiled Winter 1977

PROJECT

CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center

descriptors

Ecology
Field Trips
Environmental Education

target audience

Students of all abilities, grades K-8.

description

Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

A comprehensive, teacher-written nine-year program of progressive investigation of an estuarine ecosystem. Multi-disciplinary in approach, the program centers around a core of 37 learner-based objectives. Each objective is addressed by one or more instructional units and reinforced by a specific field activity. Each objective is also addressed on identical pre- and posttests.

Immediately prior to the once-a-year field trip, one to four weeks of classroom preparation (one period per day) should be spent with the preparatory curriculum materials. (These materials include Learning Activity Packages, activities booklets, puzzles, games, slide-tape programs, etc.) Class and teacher then visit the Center for a specified period of time, depending on grade level (ranging from two hours for kindergarten to two days for grades 5-8). While at the Center, and on ensuing field trips to the estuary and ocean beach, each student participates in an active program of investigation, data collection, and/or problem interpretation and solution.

The programs address themselves to basic skills development, as well as to organism identification and environmental concerns. The metric system is used extensively. Vocabulary units are a part of each grade activity. Pre- and posttests measure cognitive gains by objective.

All materials and instruments were developed and refined over a three-year period, and subjected to extensive data analysis. More than 5,000 students (the county's entire population of grades K-8) were used as the experimental group. All materials are available at reproduction cost, with duplication rights to the purchaser.

Evaluation data show that learner gains were sizeable at all grade levels, and were proven significant at a .01 level on a t-test of correlated means. Learner gains were often most dramatic on the lower end of the student spectrum, where motivation for conventional classroom routine is often lacking.

assurances/claims

Teacher-prepared pre- and posttests administered over a three-year period to 5,000 students (migrant to ultra-affluent). Average gains ranged from 12.3 for first grade (high pretest score) to 34 for fourth grade (low pretest score). Item analysis conducted and tests revised twice. Split-half reliability coefficient computed and yielded .76 to .93 (satisfactory to excellent).

implementation requirements

May be implemented by a single classroom teacher and 25 students or by any level up to district-wide with special staff. One or two days' training per grade level is required. Training is provided on a daily basis at developer site. Adopter-site training can be arranged where 10 or more teachers are to be trained. To date, majority of adoptions have been at classroom or school level; two district-wide adoptions (involving more than a dozen schools each) have been established. Implementation at elementary level requires minimal investment; middle school requires somewhat more -- primarily for field equipment.

financial requirements

One complete set of all curriculum materials (A/V units, flash cards, card game, felt-board pieces, etc.) for all nine grades (K-8), $200 (price subject to change with increased costs). Duplication rights go with materials. Individual grade packages, from $11 (kindergarten) to $35 (seventh grade). Each individual item also available separately. Staffing depends upon number of grades and students involved. Very wide range of possibilities.

services available

No special network funding supports this project's dissemination efforts.

Dissemination services are available through ESEA IV-C until June 30, 1978.

Awareness materials are available at no charge. Staff can attend in- and out-of-state awareness conferences. Visitors are welcome by appointment. Training at developer or adopter site is available under certain conditions (costs to be negotiated). Trouble-shooting assistance, adaptation of materials to local sites, and impact assessment are also available. Materials are sold at reproduction cost.

contact

Jay Jarrett, Project Director; Environmental Studies Center; 2900 N.E. Indian River Dr.; Jensen Beach, FL 33457.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-78 Approved: 12/18/75

Compiled Winter 1977

PROJECT PROJECT ECOLogy (Environmental Career-Oriented Learning)

descriptors Interdisciplinary Approach
Career Education
Ecology

target audience K-12 students of all abilities; teachers, curriculum planners, program managers.

description *A project that has as its aim the infusion of ecological concepts, career information, and futures understandings into the learning world of children by utilizing a format that requires no major change in the existing learning climate.*

Project ECOLogy uses a motivating series of lessons/units/strategies/activities designed by teachers for use in the classroom over a two- to four-week period. The units are called Environmental Learning Experiences (ELE's); and supportive resource packages are called Project Activity Kits (PAK's). The program has developed 42 ELE's and 16 PAK's to be used at specific grade levels K-12. Each of the experiences are attractively packaged with a picture of the Project Activity Kit, background information for the teacher, a conceptual overview, master material list, and pre-unit activities.

Materials developed by the project focus on the major environmental categories of concern: energy, water, air, solid waste, and noise. The materials are easily adopted by individual classroom teachers.

assurances/claims Analysis of test results showed a significant pupil gain at the .05 level of confidence. The instruments were locally developed to evaluate changes in cognitive knowledge as a result of project intervention and to measure the lower cognitive processes identified in Bloom's Taxonomy.

implementation requirements Districts considering a system adoption should plan for a 1½-day workshop involving 23 K-12 teachers and two administrators. The ecology program may be adopted in three different ways: (1) System Adoption: adopting district commits to hold training workshop, select and pilot 10-22 Environmental Learning Experiences and develop 0-14 Project Activity Kits, and run evaluation program with each ELE adopted; (2) Teacher Adoption: teachers who install the program, teaching at least one ELE and running the evaluation activities, will be considered a teacher adoption; (3) Adaption: purchasing the materials and not operating the evaluation program is considered an adaption.

financial requirements If total suggested package of ELE's and PAK's are adopted: start-up, $3,280; management, $1,600; and operation, $530. Costs would be $5,410 for 24 schools. This figure includes all costs -- resource materials, kit, workshops, and evaluation. Materials available include: 42 Environmental Learning Experiences, $2.50 each; complete set, $100. Interested teachers/districts should purchase review book, We Are The Future, for $1 prior to ordering experiences.

services available No special network funding supports this project's dissemination efforts.

Awareness materials available at no charge. Visitors welcome by appointment. Project has a team of four trainers available for workshop sessions and out-of-state awareness meetings. Costs of service for awareness, training, evaluation, or other activities must be picked up by adopters or facilitators.

contact Bill Guise; Highline School District; 15675 Ambaum Blvd., S.W.; Seattle, WA 98166.
(206) 433-2453.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-80 Approved: 12/18/75

Compiled Winter 1977

PROJECT

PROJECT I-C-E (Instruction-Curriculum-Environment)

descriptors

Ecology
Environmental Research
Interdisciplinary Approach

target audience

K-12 integrated environmental education program for all teachers in major discipline areas, excluding foreign languages, and for most student ability levels.

description

Environmental education program, K-12; a concept-based, integrated, interdisciplinary approach.

Project I-C-E offers a total K-12 curriculum and instruction program for environmental education. Its primary goal is to lead students directly or subtly to awareness, appreciation, recognition, and action regarding the vital issues, concerns, and factors shaping environmental attitudes and values.

Twelve major environmental concept categories provide a framework for the program, as well as for each grade level and subject area. The entire program is neither scientifically nor technically oriented; it is based on the assumptions that (1) all teachers can and should teach environmental concepts, and (2) all disciplines (subject areas) must be used to reinforce environmental learning.

Through the use of a supplementary episode ("mini-lesson") design, the learning activities may be integrated into traditional courses of study by substitution of content or activity; hence, the program does not make an additional instructional demand on teachers. The lessons are referenced as to concept; they have subject-area and topic designations; they suggest several alternative student-centered activities based on cognitive and affective objectives and necessary skills; and they include suggested reference and instructional resources for teachers.

The program emphasizes use of the urban and natural community as an extension of (and a reinforcement for) classroom activities. No special equipment, facilities, or staffing are necessary.

Project curriculum guides and model field-activity units can be used by individual teachers, or can be readily implemented by groups of interested teachers, by schools, or by a K-12 system without regard for locale or circumstances.

assurances/claims

An evaluation design, using project-developed criterion-referenced instruments, tested for validity and reliability, showed statistically significant student cognitive gains on the 12 major environmental-concept categories for sample grades 2, 5, 8, and 11. (Exception: grade 11 results were inconclusive.) A complete evaluation report is available.

implementation requirements

The adoption/adaption agreement to implement the I-C-E program requires: (1) A minimum of 20 teachers in the district to be trained, or a total building staff, if less than 20; (2) District/School acquisition of curriculum materials for staff to be trained; (3) A one-day (5 hour) period available for training; (4) Local staff commitment to teach a minimum of 6 of the 12 concepts in the program; (5) Local responsibility for monitoring program implementation; (6) Evaluation feedback from teachers on lessons and activities via simple monitoring reports; and (7) where possible, the pre- and posttesting of students at sample grades 2, 5, 8 and 11, as available at adoption site.

financial requirements

The 39 I-C-E curriculum guides range in price from 74¢ to $3.75; these together with other program-implementation materials average out to a cost of approximately $5 per teacher. By arrangement, travel and per diem expenses for awareness or training programs will be shared.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. I-C-E will present awareness programs nationwide (costs to be negotiated). Visitors are welcome at the project center by appointment; but the program aim is adaptation to the community of the adopter site, and therefore all training is at adopter site. All program curriculum materials are available; I-C-E RMC rental media materials are available to teachers at adopter sites. Effectiveness of program adoption, with a minimum 5 months' implementation, may be evaluated with a series of Environmental Cognitive Inventories (ECI's) for sample grades 2, 5, 8, and 11.

contact

Robert J. Warpinski, Director; Project I-C-E; 1927 Main St.; Green Bay, WI 54301.
(414) 497-3755.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-39 Approved: 5/14/75

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PROJECT PROJECT KARE (Knowledgeable Action to Restore our Environment)

descriptors
Environmental Education
Process Education
Interdisciplinary Approach

target audience Students of all abilities, grades K-12.

description *An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty," interdisciplinary learning activities.*

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented, interdisciplinary activities. This approach has been adopted in over 200 Local Action Programs conducted in local schools throughout the country. The schools differ significantly in size, demography, and wealth. The programs focus on a variety of environmental problems, including water pollution, community deterioration, and air contamination. Dealing with reality-based problems leads to cognitive development at awareness, transitional, and operational levels. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multischool cooperation develops, since environmental problems ignore socio-political demarcations. The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from two to eight classes at various grade levels cooperatively install the approach. In secondary schools, teachers of two or more disciplines are involved. The local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to work with students in planning and conducting environmental studies activities. In addition, staff should be willing to leave the school building with their students; coordinate community involvement; and carry out curricular change on an incremental basis.

Project KARE has produced a series of 12 curriculum activities guides in environmental studies. KARE has also produced two 16mm, color/sound films: "Environmental Studies -- The KARE Approach;" and "Urban Studies: Two Ways."

The KARE approach was developed and refined in 75 schools in Southeastern Pennsylvania during 1971-75. Selected sites may be visited, and a "Guide for Visitors" is available upon request.

assurances/claims During development, the KARE approach was evaluated by ERANDA, Inc. using a comprehensive evaluation design. Six products measured: general cognitive growth, localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Generally, students grew in both knowledge and attitude, pretest to posttest. Control groups were used.

implementation requirements Schools must be willing to attempt curricular change in small, discrete steps. In this process, the schools initiate Local Action Programs and utilize activities from KARE Curriculum Guides. School personnel must participate in a training workshop, conducted by KARE Curriculum Guides. School personnel must participate in a training workshop, conducted by KARE staff during a three-day period, in which they will acquire process skills; prepare plans for Local Action Programs; design evaluation procedures; and receive a set of KARE curriculum materials. Costs of the workshop ($300-$1,500), held at adapter sites, are shared by KARE, State Facilitators, and adapter schools.

financial requirements Since each adapter school generates and initiates a unique Local Action Program, costs relating to adapting the KARE approach vary considerably. KARE Curriculum Guides cost $50/set of 12. Schools need not purchase the guides to install a Local Action Program; but participation in a training workshop is required. On the average, trainees expend $100-$500 local money for equipment as they establish their Local Action Programs.

services available An NDN-funded Developer/Demonstrator project.

KARE staff conduct training workshops (adapter site only), provide awareness sessions, and distribute awareness materials. Visitors welcome by appointment. Since 1975, a total of 37 workshops has been conducted involving nearly 175 schools and over 600 participants in 13 States. More than 80 awareness sessions have been provided on behalf of State Facilitators and State Agencies. Following training workshops, KARE staff visit each individual school building, consult with participants, and verify adoption.

contact Matthew M. Hickey, Project KARE; Montgomery County Intermediate Unit #23; McGinnis Office Building; Route 73 and Butler Pike; Blue Bell, PA 19422. (215) 643-7600.

Developmental Funding: USOE ESEA Title III

USOE JDRP No.: 74-40 Approved: 5/14/75

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PROJECT
POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT

descriptors
Environmental Research
Ecology
Decision Making

target audience
Elementary: all grades. Secondary: junior and senior high science, health, and social studies classes.

description
An interdisciplinary environmental education program focusing on values clarification and decision making.

The Pollution Control Education Center's program, Priority One: Environment, is a 13-unit interdisciplinary environmental education program for grades 1-12. Values-clarification and decision-making activities lead to high student involvement in the seeking of honest and practical solutions to problems of immediate concern to today's pupils. Each multimedia instructional unit contains comprehensive student and teacher materials. The elementary units cover air and water pollution, solid waste management, recycling, and conservation of ocean and land resources. Four secondary units -- The Energy Challenge, Protecting Our Water Supplies, Air Pollution and Your Health, and Open Lands and Wildlife -- are most often used in the science program. However, they have been designed to be equally effective in social studies and health presentations. Schools interested in inter-departmental cooperative teaching will also find these units appropriate. Elementary materials have been published by Webster/McGraw-Hill. Secondary materials have been published by the Center.

The entire Priority One: Environment program can be implemented without special staff. Regular classroom teachers receive sufficient help from comprehensive teacher materials. Inservice training is highly recommended, but not mandatory.

The Pollution Control Education Program was originally approved for national dissemination in 1974 by the Joint Dissemination Review Panel. Since then, additional units for the primary grades and for junior high and high school have been developed, and were approved for dissemination by the panel on July 23, 1976. (JDRP Number: 76-93.)

assurances/claims
Criterion-referenced pre/post tests were designed by the P.C.E.C. staff to be used in the evaluation of all the units of the Priority One: Environment program. These tests were closely related to the instructional objectives upon which the units were based. Evaluation data has shown significantly increased mastery of program content. Pupils learn new concepts that become part of their out-of-school experiences.

implementation requirements
Staff training, though not mandatory, is highly recommended to assure successful adoption of the Priority One program. Districts providing inservice training have found that a half-day program is successful for either the elementary or secondary program. If staff training is not desired, a thorough review of teacher/student materials should provide sufficient orientation to implement the program. The use of any one unit by one or more teachers is considered an adoption. The secondary level units are not restricted to use in science classes. The program is equally effective when presented in social science and health classes.

financial requirements
Costs of elementary units range from $85 to $123. The cost of each of the four secondary units is $59. Each kit contains complete instructional materials for 30 students. Multiclass use of kits is encouraged. Kits are durable; replacement materials minimal.

services available
An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost to districts and State Facilitators. Instructional units are available through the project office. Visitors are welcome to observe the program at the project site by appointment. If training is conducted at the project site, adopting sites pay only their own costs. If training is conducted out-of-state, project staff costs must be met by the sponsoring district or state agency. Project staff will attend and give presentations at out-of-state conferences (expenses must be partially subsidized).

contact
Charles Murphy, Director or Arlene Schor, Project Disseminator; Priority One: Environment; Pollution Control Education Center; 2369 Morris Ave., Union, NJ 07083. (201) 688-1200.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-94 Approved: 9/18/74

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SECTION 6

ORGANIZATIONAL ARRANGEMENTS/PROCESSES/TRAINING*

Adult Performance Level Study (APL) - Texas 6-3
A competency-based system of education that combines diagnosis, prescription, teaching, evaluation, and possible credentialing of life-coping skills.

Alternate Learning Project (ALP) - Rhode Island 1-3
A community-based alternative to traditional school, with emphasis on basic skill, career education, performance-based graduation, and parent and student participation.

Arizona Consortium for Individualized Learning (ACIL) - Arizona 6-4
Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

a Chance For Every Child - Michigan 7-14
A diganostic prescriptive program for low-achievers carried out within the regular classroom, monitored by consultants.

Computer-Based Planning Resources: Project Simu-School - Texas 6-5
A program using computer-based resources for improved educational planning and decision-making.

Curriculum for Meeting Modern Problems (The New Model Me) - Ohio 10-3
A curriculum to help students understand the causes and consequences of behavior.

Demonstration Evaluation Center (CAM) - Minnesota 6-6
Management by objectives applied to classroom instruction.

Diversified Educational Experiences Program (DEEP) - Kansas 1-4
A new method of organizing and managing an academic classroom.

Early Childhood Preventive Curriculum (ECPC) - Florida 7-22
A program developing in high-risk first-grade students the perceptual, cognitive, and language skills that they need to respond successfully to beginning reading instruction.

ECOS Training Institute (ETI) - New York 6-7
A program offering workshops designed to assist diverse local school districts to infuse environmental or career education components into their curriculum.

FAST: Functional Analysis Systems Training - Michigan 6-8
A developmental diagnostic prescriptive teaching system for mainstreaming handicapped students.

Intensive Reading Improvement Program (IRIP) - Illinois 7-35
A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

Learncycle: Responsive Teaching - New Jersey 6-9
An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high-risk" students.

LEM: Learning Experience Module (Educational Management Design) - New Jersey 6-10
A team teaching approach with a coordinated-scheduling and student-grouping procedure.

the ME/ME Drug Prevention Education Program (formerly Drug Prevention Education Program) - Wisconsin 10-5
A drug prevention education program aimed at improving self-concepts.

PAL: Pupils Advancing in Learning - Colorado 7-43
A supplementary program using individualized instruction to improve reading skills.

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education - Alabama 7-44
A locally-developed, personalized approach to continuous progress in reading -- a comprehensive developmental program.

Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children - Iowa 8-13
A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

Positive Alternatives to Student Suspensions (PASS): A Validated Pupil Personnel Services Demonstration Project - Florida 6-11
A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior of secondary students.

*Projects with multiple emphases may be listed under more than one section.

Positive Attitude Toward Learning (PATL) - Illinois 6-12
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

Project Management Basic Principles and Techniques - Pennsylvania 6-13
A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.

Public School 243/Bank Street College Follow Through Program - New York .... -36
A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

Public Schools of Choice: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA) - Connecticut 1-11
An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).

Right to Read: Wilson Junior High School - California 7-55
An effort to eliminate illiteracy and turn kids on to reading.

Senior Elective Program - New Jersey 1-12
A program exclusively for seniors designed to update curriculum in order to complement an open-spaced building.

Teams-Games-Tournament (TGT) - Maryland 7-62
An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

U-SAIL: Utah System Approach To Individualized Learning - Utah 6-14
An effective, economical, and exportable system for individualization and improvement of instruction.

PROJECT ADULT PERFORMANCE LEVEL STUDY (APL)

descriptors

Basic Skills
Performance Based Education
Functional Illiteracy

target audience

Program is intended for students and teachers. Assessment items for high school students and general English-speaking population over 18. Complete and/or supplementary curriculum materials for under-educated adults with clear implications for elementary and secondary curricula. Learning activities assume a basic sight vocabulary and ability to add and subtract two-digit numbers.

description

A competency-based system of education that combines diagnosis, prescription, teaching, evaluation, and possible credentialing of life-coping skills.

Project research specified minimum competencies an adult must possess to function successfully and measured those competencies. Using these research findings, APL offers awareness and technical assistance, and staff development at any or all of these levels: (a) competency-based education as concept; (b) competency-based curriculum; and (c) competency-based high school diploma program.

Based on the objectives identified by APL research, the curriculum applies reading, writing, speaking-listening-viewing, problem-solving, and interpersonal-relations skills to the knowledge areas of consumer economics, community resources, health, government, and law, and occupation. For instance, adults might learn to read job descriptions or open savings accounts. The total curriculum consists of 41 modules. Each module includes student, teacher, and media notebooks, which provide activities and materials needed. Reading materials are provided for basic- and intermediate-level learners, supplemented with filmstrips and cassette tapes. A pre- and post-diagnostic instrument for each module is also included.

Since October 1975, the APL Competency-Based High School Diploma Program has offered adults a totally competency-based alternative to the conventional four-year high school program and to the General Educational Development Test. Adults can earn regular high school diplomas by demonstrating competencies gained through a life-skills-oriented adult education program in combination with those gained through experience. The basic steps to the competency-based diploma are: (1) placement tests; (2) competency-based curriculum (if indicated by scores on placement tests); (3) series of life-skills activities; and (4) demonstration of an entry-level job skill or college-entrance-level academic skills or skills in Home Management/Maintenance.

Once clients have satisfactorily completed the above program they are eligible for the diploma. Response to this highly individualized program, from students and implementers alike, has been enthusiastic.

assurances/claims

Incomplete data at present. Results indicate very low attrition rate (11%) among nine APL Competency-Based High School Diploma Program sites. More evaluative data will be available at end of fiscal year.

implementation requirements

The APL curriculum can be adopted by a unit as small as one teacher who functions as counselor/teacher. The APL Competency-Based High School Diploma Program can be adopted by as small a unit as two persons -- one functioning as counselor/teacher and a second as assessor. The critical point for all implementers of any aspect of the APL program is the necessity for thorough pre-implementation training conducted by the APL staff.

financial requirements

Materials: Set of 41 curriculum modules, $775; optional slide/tape awareness presentation, $50; annotated bibliography, manuals for operation and assessment for the APL Competency-Based Diploma Program, and Scope and Sequence book, $5 each; ACT surveys (25), $37. No equipment is required that is not usually found in classrooms. Staffing: reassignment of existing personnel generally suffices.

services available

An NDN-funded Developer/Demonstrator project.

All materials, training, and a follow-up visit to the adopter site are available. This year, the project can provide materials/training to only one adopter site per USOE Region. Seventeen Texas adoptions are available as demonstration sites; visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences. Training and implementation services are provided at project site and adopter site. (Costs to be arranged.) D/D has funds to subsidize expenses for one APL staff member for two days for a follow-up visit to adopter site.

contact

Elaine Shelton, Director; APL 3-D Project; University of Texas, Continuing Education;
P.O. Box 7700; Austin, TX 78712. (512) 471-4623.

Developmental Funding: USOE BOAE USOE JDRP No. 75-13 Approved: 3/25/75

PROJECT ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)

descriptors

Individualized Instruction
Staff Improvement
Basic Skills

target audience

Originally approved by the JDRP as a 1-6 program, this program now operates as a K-8 program. Teachers, grades K-8, effective classroom management techniques. Administrators, elementary and junior high, effective instructional leadership techniques.

description

Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

ACIL's inservice program for administrators and teachers is oriented toward systematic implementation of a humane, individualized environment, emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing and arithmetic). This "individualized learning system" originally adopted from the Utah System Approach to Individualized Learning (U-SAIL), and known in Arizona as the "ACIL process," provides the framework for inservice training. Diagnostic/prescriptive curriculum-support materials recommended in this program and developed by the U-SAIL project, help teachers establish an instructional-management plan that more nearly meets individual learner needs. The principals', teachers', and students' implementation of process components results in an environment that better promotes learning.

Basic components included in the inservice program are humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily drill, retrievals, conferencing materials, commitment sheets, learnings principles, and teaching strategies. These components are installed into classrooms of participating schools through an integrated and systematic inservice training program. The teacher inservice training uses a practical "how-to" approach, supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona -- urban, inner-city, suburban, and rural communities -- with diverse socioeconomic, ethnic, and cultural student characteristics. ACIL schools represent many where individual ethnic groups of Spanish surname, Native American, Black, or Anglo students constitute more than 50% of the school population. School facilities range from open space to self-contained classrooms. No charges in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in the inservice training.

assurances/claims

Pre- posttest reading and math gains, measured via CTBS-Form S sub-scores, showed a significant difference ($P < .001$) in favor of ACIL students ($N=1559$) compared with students not using the ACIL process ($N=422$). Both samples were randomly selected from approximately 27,000 participating and control students throughout Arizona. Pretest -- Fall, 1974. Posttest -- Spring, 1976.

implementation requirements

Recommended "Adoption Unit" is an entire school's instructional staff, although a single teacher could adopt the program. No modification of staffing or facility is required. Inservice training of 2-3 sessions/year for 2-3 years is recommended. Concept-oriented materials are helpful to effective implementation.

financial requirements

Inservice support materials, $10/teacher/year (optional). Supplemental concept-oriented U-SAIL curriculum materials: reading, $5/student (estimated); mathematics, $8/student (estimated). Also uses a wide variety of commercially available materials found in most classrooms. Travel cost and per diem vary with locale. Consultant costs for staff (where appropriate) are negotiable.

services available

An NDN-funded Developer/Demonstrator project.

Limited funding supports this project's dissemination efforts. Awareness materials are available. A variety of implementation modes are available to adopting districts. Visitors are welcome by appointment. Training may be conducted at project site (adopting site must cover all trainer costs as well as covering own costs). A remote-site delivery system for inservice features on-site training and remote training through telelectures, videotapes, AV presentations, plus actual application activities. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

L. Leon Webb, Director or Theresa Howard, Asst. Director; ACIL; 161 E. First St.; Mesa, AZ 85201. (602) 969-4880.

Developmental Funding: USOE ESEA Title III/Title IV-C USOE JDRP No. 76-96 Approved: 10/6/76

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PROJECT COMPUTER-BASED PLANNING RESOURCES: Project Simu-School

descriptors

Computer Programs
Planning

target audience

School administrators, regional education agency directors, colleges of education, and educational computing consortia wishing to supply computerized planning assistance to local education agencies. Also, local education agencies without sophisticated computer equipment and personnel who wish to gain an understanding of planning techniques in a concise, simplified manner (PlanPak).

description

A program using computer-based resources for improved educational planning and decision-making.

Project Simu-School has developed and disseminated a series of planning models drawing from operations research and other disciplines. The family of models can be utilized individually or linked together as a total educational planning package. Present models include: (1) Enrollment and Facilities Projection Model -- projects enrollment at each school and for district, determines number of rooms required, compares room requirements with existing space, reports [illegible]luses and deficiencies. The administrator is permitted to try various assumptions about enrollment trends and to simulate increased or decreased space at a school. The program will report projected results of each decision and can print comparative reports analyzing differences among various decisions. (2) Faculty Projection Model -- predicts on a year-to-year basis the number and cost of teachers starting, terminating, remaining, and needing to be hired. Teachers may be grouped by one or more variables. The program moves teachers through the salary schedule and terminates them according to frequencies established by historical data. It determines the number of teachers required from enrollment data and from previous years' curriculum data and alternatives introduced externally by the user. The program can project teacher requirements for up to nine years into the future. (3) Financial Projection Model -- projects personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, local tax rate, assessment rate, and related financial data. The program produces a projected budget in Texas Education Agency Bulletin 679 format and provides over-all financial analysis of the school district by simulating the Minimum Foundation Program of Texas. The program uses historical and current data and various user-selected forecast methods involving pupils, instructional personnel, state support, county support, and district support. For districts interested in the quantitative techniques contained in the computer programs but lacking access to large-scale computing resources, a series of three bulletins called PlanPak will be available. PlanPak provides an alternative mode of disseminating quantitative techniques without altering the content of the previously developed computer-based planning models. Each issue will address one of the three planning areas mentioned above and present specific pencil-and-paper methods incorporating principles inherent in the computer models.

assurances/claims

These criteria are suggested for model evaluation relative to actual application: flexibility, increased comprehensiveness, increased variety of alternatives. Speed. Reduced time in managing a larger volume of data. The system can be used by an individual administrator or an entire educational consortium.

implementation requirements

The following is suggested as the upper limit on what it costs to install, validate, and run the first set of reports from the computer-based models. It is based on one-quarter use of a full-time system analyst ($16,000 annually), computer time expense, and miscellaneous expenses. The per site amount would be approximately $6,500 if all models were adopted. Breakdown: (1) salary, $4,000, (2) computer service, $1,500, and (3) miscellaneous (travel, telephone), $1,000. This compares to four to five person-years required to develop the series of programs for a staff skilled in computer programming, planning and research methods, and data management.

financial requirements

Implementors are provided with a copy of the source computer program of model(s) and a model user-guide(s) which includes a descriptive overview. Software and documentation are provided by the project at no direct cost. Direct cost for technical consultant is individually negotiated. However, additional or diverted resources for computer analyst, data collection, and other related computer expenses should be available. Cost varies with these elements plus choice of model.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (costs negotiated). Project staff can attend out-of-state conferences.

contact Jane A. Richardson, Assistant Project Director; Project Simu-School; Dallas Independent School District; 3700 Ross Ave., Dallas, TX 75204. (214) 321-2667, ext. 52.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-77 Approved: 6/6/74

Compiled Winter 1977

PROJECT DEMONSTRATION EVALUATION CENTER (CAM)

descriptors

Evaluation
Criterion Referenced Tests
Performanced Based Education

target audience Primary audience has been all teachers, parents, and students, grades 4-12; some utilization has occurred in grades 1-3.

description *Management by objectives applied to classroom instruction.*

The Evaluation Center has established an instructional management system to provide relevant data for use by teachers. Three major components have been developed. First, the Evaluation Center has developed techniques to assist teachers in developing objectives and related test materials. Second, the Evaluation Center modified and totally revised a computer-based achievement monitoring system (CAM) used to monitor student performance on specified objectives. More than 300 classrooms (K-12) are using the system. Subject matter includes math, science, social studies, English, reading, and music. Third, the Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

The sytems is used in classrooms that are group-paced, individualized, multigraded, etc. The program is most successful when teachers are committed to objective-based instruction.

assurances/claims Positive results have been seen in three major areas of evaluation: (1) Student accomplishments in several subject areas showed significant improvement when contrasted with control groups. (2) Both student and teacher attitudes toward CAM-style instruction were significantly positive after use of the program. (3) External evaluation of CAM confirmed the program's significant effects.

implementation requirements A part-time project coordinator and a part-time clerical person should be selected to manage the project. It is best to begin the project on a limited scale, in one or two curriculum areas, at one educational level. The project can later be expanded to include any curricula at any level. If possible, the coordinator and staff should visit the Hopkins camp site, or the adopting site should be visited by staff from Hopkins. If not possible, much training and help can be given via telephone and mail. The adopting school district must have access to a computer with medium-speed card-reading and line-printer capabilities.

financial requirements Estimated installation costs: $2,000-$10,000, depending on available data-processing facilities. Estimated ongoing costs: $5 per pupil, per year.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. We can handle visitors. Training may be conducted out-of-state. Project staff may be able to attend out-of-state conferences. Costs to be negotiated.

contact Donald B. Sension, Director or Susan Guenther, Coordinator, CAM, Evaluation Center, Hopkins Public Schools, 1001 State Highway 7, Hopkins, MN 55343. (612) 935-5571, ext. 230, 231.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-14 Approved: 5/6/75

Compiled Winter 1977

PROJECT ECOS TRAINING INSTITUTE (ETI)

descriptors

Staff Improvement
Environmental Research
Career Education

target audience

Teams of K-12 teachers and administrators, and community representatives invited by the team. Teams should have three to eight members, with more than one person from a school building. A maximum of 35 participants can be accommodated.

description

A program offering workshops designed to assist diverse local school districts to infuse environmental or career education components into their curriculum.

The ECOS Training Institute offers a three-day workshop in a process of curriculum design. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g., environmental education, career education, etc.).

The process has three interrelated elements: curriculum infusion, stewardship, and community/school interaction. Curriculum infusion is the basis of the program. Through a step-by-step procedure teachers examine the basic content of their course and incorporate environmental (or other priority) concepts, knowledge, skills, attitudes, and activities into appropriate segments of their course (or, perhaps, choose to create a new course).

Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. These and additional activities will be built into the new, infused curriculum.

Community/school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Teachers are encouraged to call upon a wide range of resources when implementing their curriculum, and community interaction provides a ready source of people and materials.

assurances/claims

School districts participating in the ECOS workshops have successfully designed and packaged interdisciplinary, infused curricula. The program adapts to any teaching style because the teacher uses her/his existing instructional program to involve students in environmental (or career) studies and activities. ECOS-administered environmental awareness tests showed that students exposed to the ECOS-sponsored program develop a more favorable attitude toward preserving their environment.

implementation requirements

Attendance at a three-day workshop is essential to understanding the ECOS process, developing a curriculum, and implementing the program. Prior to training, the superintendent must complete a district profile and sign a letter of agreement which provides that: (1) workshop participants will have planning time to meet as a group, if they wish, for a period of nine months after the workshop; (2) workshop participants will present an awareness program to colleagues, Board of Education, and community members. Space found in and around most schools is satisfactory. No equipment need be purchased unless a school elects to become involved with environmental monitoring.

financial requirements

No charge for training or materials. Cost to district depends on whether it elects to implement environmental monitoring programs.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Demonstration visits by appointment. Training can be conducted at the adopter site, demonstrator site, or a mutually convenient site. Technical assistance through the implementation stage is available via telephone, mail, and, in some cases, on-site visits.

contact

Frank Thompson, Director; ECOS Training Institute; 833 Fox Meadow Rd.; Yorktown Heights, NY 10598. (914) 245-4009

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-59 Approved: 5/14-15/74

Compiled Winter 1977

PROJECT FAST: Functional Analysis Systems Training

descriptors Diagnostic Teaching
Regular Class Placement
Handicapped

target audience Students of all abilities, grades K-6, with emphasis on prescriptive programming for students with learning problems in regular classrooms.

description *A developmental diagnostic prescriptive teaching system for mainstreaming handicapped students.*

Project FAST is a comprehensive delivery system that uses the combined energies of teachers, parents, consultants, and school administration to target in on the child's developmental and learning processes. Teacher development, support personnel, parent involvement, classroom organization, utilization of learning materials, and sequencing of instructional modules all converge on the same objective: to accommodate most pupils as they progress toward optimal functioning in the regular classroom in an ongoing diagnostic, prescriptive, and evaluative process.

Teachers are trained in the nine teaching tools: (1) Classroom Organization, (2) Behavior Management, (3) Classroom Observation, (4) Deciphering Developmental Levels, (5) Prescribing Educational Programs, (6) Task Analysis, (7) Support Assistance, (8) Sharing Educational Strategies, (9) Teamwork With Parents.

Project FAST provides an efficient delivery of support services to the mainstream teacher to assist teachers in diagnosing problems and implementing educational prescriptions to meet the needs of students.

Parents are involved in the implementation of educational prescriptions and in making games and materials for the classroom teacher.

assurances/claims Metropolitan Achievement Testing (pre- posttests, grades 1-6); 145 students diagnosed as having learning problems or disabilities. Prescriptive programs and test data analyzed. High improvement in reading and math for prescriptive programs implemented around program ideas and methods. Evaluation report available on request.

implementation requirements The program can be adopted by an entire school district or by one school. Teachers' participation should be on a volunteer basis. A prospective adopter district or school must identify and clarify its own goals, needs, and objectives. Implementation procedures are geared to districts or schools whose administrators adopt a developmental philosophy. The administration of a prospective adopter district or school must be ready to demonstrate support by active participation. A facilitator is needed to train existing school personnel, specialists from school district or Intermediate Service District, community resource consultants, and parents.

financial requirements Cost of released time, travel, and per diem for workshop participants. Diagnostic Prescriptive Teaching System kit (650 5x8 cards): $35 per kit; one per teacher. The project is designed for any normal classroom facility. Rooms should be large enough to set up 5-7 learning centers. A wide variety of commercially available materials already found in most schools is used.

services available An NDN-funded Developer/Demonstrator project.

Descriptive materials available free (limited number). Visitors welcome by appointment (one group per week). Color film (16 mm) of project available for $20 rental fee. Staff available for awareness and depth presentations (share costs). Call office for location of other demonstration sites. Training will take place at the Project FAST site; team or facilitator must be on-site for 3-5 days. Key administrators from adopter district should plan to be on-site for part of that period. (A three-day training at adopter site may be negotiated.)

contact Sonja K. Tweedie, Dissemination; Essexville-Hampton Public Schools; 303 Pine St.; Essexville, MI 48732. (517) 893-4533.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-4 Approved: 1/15/75

Compiled Winter 1977

PROJECT

LEARNCYCLE: Responsive Teaching

descriptors

Regular Class Placement
Basic Skills
Staff Improvement

target audience

Teachers of K-9 special education or mainstreamed students. Teacher trainers or consultants.

description

An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high-risk" students.

The program includes two levels of training.

(1) Responsive Teaching for Mainstreaming and Accountability: "Responsive Teaching" comprises a variety of reinforcement-based teaching techniques including precision teaching, contingency management, and token economies. Through lecture, demonstration, roleplaying, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs in accordance with changing student needs and in line with recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications can include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems of monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers. What implementation is chosen depends on the students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist a whole class's support for program success with one or two "high risk" students. Further, teachers are trained in an overall problem-solving method which allows them to continuously adapt the program to new situations.

(2) Training to Train: Districts that would like an ongoing training capacity can have graduate(s) of the above course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation.

assurances/claims

Frequency of student "on-task" behavior increased by class from 50-80% as measured in twice-weekly inclass observations; disruptive and "off-task" behavior decreased correspondingly. Frequency of teachers' ability to successfully teach "high risk" or mainstreamed youngsters doubled, as seen by a 50% decrease in teacher referrals. Population: varied, from middle-income suburban to low-income urban. Evaluation dates: 1970-72.

implementation requirements

For classroom implementation, an adoption unit is an individual teacher. Training time is four days. Within 1-2 months after training, teachers should submit brief data on adoptions. No special staffing or facilities are needed. The program involves only a change in teacher trainer or consultant. A two-day training for trainer or consultant, in addition to a four-day teacher training, is required. An individual must be in a position to offer "back-home" training to colleagues.

financial requirements

Learncycle Teachers Manual provided at no cost. Program implementation in the classroom requires a cost per child of $0-$5/year, depending on population and individual.

services available

An NDN-funded Developer/Demonstrator project.

Training (to a limited number of sites): For teachers: one four-day sequence. Basic text, Learncycle Teachers Manual, supplied. For Turnkey Trainers: one two-day sequence for graduates of above course who are in a position to train others.

contact

Hilde Weisert, Project Instructional Director; EIC-NW; c/o Vernon High School; Vernon, NJ 07462. (201) 875-9505 or 692-0278.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-53   Approved: 5/24/74

Compiled Winter 1977

PROJECT LEM: Learning Experience Module (Educational Management Design)

descriptors Team Teaching
Cross Age Teaching
Humanistic Education

target audience Students in grades 2-5.

description *A team-teaching approach with a coordinated-scheduling and student-grouping procedure.*

Project LEM is an educational plan for open-space schools. It was originally designed to organize facilities, staff, and students into a coordinated plan that would develop positive community-school interaction, increase parent involvement, improve staff skills in instructional techniques, and raise students' reading and mathematical achievement scores.

The LEM design removed classroom walls to create large open spaces that provided for a variety of instruction modes. Each Learning Experience Module spans two grade levels. Team teaching and differentiated staffing allow teachers to specialize in subject-matter areas, as well as to prepare and/or teach lessons in other areas. Cross-age teaching is organized around skill topics. Students rotate from group to group. Flexible scheduling allows teachers to work closely with small groups of students on a variety of topics and also to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art, music, and physical education. Teacher-student ratio is one teacher per 25 students, and one aide per LEM unit. A diversified instructional program is used, comprised of individualized approaches that vary according to the learning objectives and instructional methods selected by teacher or students. A diagnostic teaching methodology is used.

assurances/claims Student achievement objectives were reached and surpassed. (1) The mean percentile ranking of children functioning below the fortieth percentile increased by at least 50% during the school year (California Achievement Test for Math and Reading). (2) Those functioning at or above the fortieth percentile maintained or improved their ranking.

implementation requirements Administrator of adopter school district is required to supply a written commitment to provide time for a team of teachers to participate in a three- to five-day training workshop. The workshop may be conducted either at the LEM site during Hackensack Public Schools' summer vacation or recess days, or at the adopter site. Evaluation of project outcomes must be completed by the adopting site with assistance from the LEM staff.

financial requirements Adopting districts provide transportation, housing, and salaries of their personnel (if appropriate). LEM dissemination funds provide consultant fees. If training occurs at adopting site, adopting district provides transportation and housing for LEM trainers.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training may be conducted at the project site or adopting site. Project staff is available to attend out-of-state conferences (expenses must be paid).

contact Eleanor Russo, Director of Instruction; Hackensack Public Schools; 355 State St.; Hackensack, NJ 07601. (201) 342-4939.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 40 Approved: 4/9/73

Compiled Winter 1977

PROJECT POSITIVE ALTERNATIVES TO STUDENT SUSPENSION (PASS): A Validated Pupil Personnel Services Demonstration Project

descriptors

Humanistic Education
Individual Development
Teacher Education

target audience

Since many of the intervention strategies have a preventive focus, a cross-section of students and personnel in project secondary schools are target participants.

description

A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior of secondary students.

Major activities of the PASS program include: individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students; affective education and personal development programs for students and teachers; time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations; and counseling for parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

(Child Study Center, CSC, and Developmental Play, DP, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

assurances/claims

Student suspensions in project schools decreased by about 30%, while in comparison schools they increased 10%. As a result of the success of the PASS program in pilot schools, it was expanded to all 12 high schools in the district. During the school years from 1972-73 to 1975-76, student suspensions in Pinellas County declined while suspensions in many other districts increased.

implementation requirements

The psychologist, social worker, or counselor providing leadership needs an appropriate master's degree, and must be proficient in planning and implementing staff development programs as well as in providing direct services for students. He/she must be a skilled group leader able to learn how to conduct humanistic activities, survival courses, and encounter groups. The leader also provides training and consultation for the time-out room workers, who should have a minimum of a B.A. in one of the applied behavioral sciences with either related experience or recent training in establishing helping relationships with youth.

financial requirements

Since use of additional equipment and materials is minimal, per-learner start-up costs for a three-year program would be about 40¢. Operational costs include salaries for a school psychologist and social worker for each five schools and a time-out room worker for each school. Per-learner monthly operational costs will vary from $1.20 to $2 depending on whether a paraprofessional is used in the time-out room.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized). Demonstrations scheduled two days per month; more on request. Adopters encouraged to combine visit with training program. Two-day training scheduled bimonthly at project; each session accommodates approximately 30. Follow-up training provided at adopting sites.

contact John C. Kackley, Supervisor/Consultant; Project PASS; Pupil Personnel Services Demo. Proj.; All Children's Hospital; 801 6th Street South, St. Petersburg, FL 33701. (813) 821-5260.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Winter 1977

PROJECT POSITIVE ATTITUDE TOWARD LEARNING (PATL)

descriptors Performance Based Education
Inservice Teacher Education
Self Concept

target audience K-12 students with a less-than-positive view of self and/or learning.

description *A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.*

Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

The teacher training kits teach specific skills in four complementary areas: (1) active involvement, (2) processes of learning, (3) individualized instruction, and (4) improved self-concept.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities (designed to assist them in reaching those objectives), and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small-group or individual sessions, and tapes or live observation. Feedback to the teacher is an essential component of the program.

assurances/claims (1) Pre/Post Self-Concept Inventory: Target students improved from the fifteenth to the fortieth percentile. (2) Pre/Post Reading Comprehension Tests: Target students improved from .71 years of growth per year to 1.4.

implementation requirements Four days of training for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with from seven to ten fellow teachers, if they can be released from approximately 10% of their duties.

financial requirements Start-up cost is $500 plus $10 for each teacher to be trained. Operational costs consist of salaries for inservice specialists.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment every second week of the month. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Charles Felan, Director or John Zirges, Inservice Specialist/Evaluator; Bethalto Unit #8 Schools; 322 East Central; Bethalto, IL 62010. (618) 377-5211.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-26 Approved: 5/16/75

Compiled Winter 1977

PROJECT PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES

descriptors

Improvement
Management Development
Planning

target audience School personnel with present or expected responsibility for planning and managing projects. State Department of Education staff, Intermediate Service Agency staff, and all levels of school-district personnel will find utility in the product.

description *A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.*

Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work-flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project start-up, developing a project information system and a procedures handbook, monitoring project operations, project problem-solving through management action, implementing changes in project operations, and developing a project termination plan.

For each lesson, the trainee may view filmstrips, read, listen to tape, or perform a combination of these activities. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no specially-trained individual for its use, although a structured training session with a knowledgeable leader is recommended. Lessons are grouped into four phases according to the lifespan of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

assurances/claims The project increases the ability of project managers in local school districts to perform their management tasks. This claim is based on a summative evaluation involving several school districts in different states (1973).

implementation requirements A training workshop is recommended.

financial requirements Notebooks (one set per user), $27.50; filmstrips and cassette tapes (one set per group of 20 -- recommended), $150.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact James I. Mason, Director of Educational Services; Research for Better Schools; Suite 1700; 1700 Market St.; Philadelphia, PA 19103. (215) 561-4100, ext. 237.

Developmental Funding: National Institute of Education USOE JDRP No. 75-44 Approved: 5/14/75

Compiled Winter 1977

PROJECT U-SAIL: Utah System Approach To Individualized Learning

descriptors

Individualized Instruction
Teacher Education
Basic Skills

target audience

For administrators, teachers, and students of all abilities in grades K-9. Support materials are available in mathematics and reading. Originally approved by the JDRP as a 1-6 program, this program now operates as a K-9 program. Populations served represent a wide range of intellectual, socio-economic, racial and geographic differences.

description

An effective, economical, and exportable system for individualization and improvement of instruction.

When the U-SAIL System has been installed, both achievement and attitude gains can be made in regular classrooms by regular classroom teachers. Originally developed through the efforts of an educational consortium of seven Utah districts, the system is applicable at each level of educational management. It includes two components: (1) a planning model for decision making and (2) a procedural model that gives steps to be followed to insure successful program installation.

The most appropriate task is prescribed for each learner, given the resources available. Prescription is based on the unique intellectual, social, environmental, and physical needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or record keeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach, and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized, with emphasis on better ways to teach basic skills.

Implementation is possible in a variety of settings with local educator implementors. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement.

assurances/claims

Over several years (1970-77), in many settings, using a variety of standardized achievement measures, the results have been the same. U-SAIL students have made greater growth academically in the basic skills of mathematics and reading and in terms of self-concept than students in control situations. High statistical significance has been shown. Data are available for review.

implementation requirements

Implementation requirements include three to five days' staff training with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. In one academic year, it is recommended that one content area be installed. A second and third years' involvement can provide stabilized change in practice, and allows for additional content areas to be made part of the system. No special facilities are required. Adopter costs include any stipends paid teachers for involvement, and costs of materials. Installation is possible in a single primary, intermediate, or middle school unit, or in total school or district configurations.

financial requirements

Materials: Vary with size of implementation. Start-up costs average $7 per pupil per content area if project-developed curriculum products are used; less if the system alone is installed. Continuing costs can be absorbed within a regular district budget. Staff Training: Costs vary and are negotiable. Teachers of teachers are initially trained and follow-up assistance is given.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available without cost. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs); training is also conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City; UT 84109. (801) 486-5491.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 76-95 Approved: 10/6/76

Compiled Winter 1977

SECTION 7

READING/LANGUAGE ARTS/MATH*

AIRS: Andover's Individualized Reading System - Massachusetts 7-7
A diagnostic/prescriptive reading program designed to teach basic skills and foster enjoyment of literature.

Akron Individualized Early Learning Program (IELP) - Ohio 7-8
An individualized sequential instruction program in mathematics and reading for primary-grade children.

Alphaphonics: Reading Readiness Training Program - California 7-9
A 26-week success-oriented reading-readiness program employing an organized phonics system, to to used as a foundation for any reading system or program.

Aprendemos en Dos Idiomas: Title VII Bilingual Program - Texas 2-3
A bilingual/bicultural educational program designed for low-income students of limited English-speaking ability.

Basic Skills in Reading (BASK) - New Hampshire 7-10
An exemplary project intended to provide special instruction in the basic skills necessary for reading success.

Behavior Analysis Resource Center (BARC) -- [Pratt-Arnold School, Philadelphia, PA] - Pennsylvania 7-11
A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis Program.

project Catch-Up - California 7-12
A diagnostic/prescriptive laboratory program in reading and/or math.

Catch Up - Keep Up - Arizona 7-13
A remedial reading and inservice teacher training program, grades K-12.

a Chance For Every Child - Michigan 7-14
A diagnostic/prescriptive program for low-achievers carried out within the regular classroom, monitored by consultants.

Child-Parent Centers Activity (CPC) - Illinois 4-7
An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

Child Study Center (CSC): A Validated Pupil Personnel Services Demonstration Project - Florida 8-4
A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

Classroom Intervention: Individualized Basic Skill Reading Program - Washington 7-15
An individualized reading program intended to increase the basic skill reading-achievement levels of inner-city students.

Community School 77 Bronx - Behavior Analysis Follow Through Program - New York 4-10
A public-school K-3 program for income-eligible children.

Conceptually Oriented Mathematics Program (COMP) - Missouri 7-16
A sequential, small-group mathematics program designed to meet the needs of all children.

Confluence of Cultures for an Affluent Tomorrow - Texas 2-5
A project designed to attack the problem of deficiency in English performance for the Spanish-speaking child.

project Conquest - Illinois 7-17
A highly individualized diagnostic and prescriptive reading program.

Corpus Christi Follow Through Project - Texas 2-6
Students in kindergarten through third grade, especially from low-income families of limited English-speaking ability.

Criterion Reading Instructional Project (CRIP) - New Jersey 7-18
An individualized language arts readiness program.

Dale Avenue Early Childhood Education Project - New Jersey 4-13
A performance-objective individualized curriculum for pre-kindergarten through third grade.

Dayton Follow Through Program - Ohio 7-19
A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons in reading, math, and language.

Demonstration Evaluation Center (CAM) - Minnesota 6-6
Management by objectives applied to classroom instruction.

*Projects with multiple emphases may be listed under more than one section.

Diagnostic Prescriptive Arithmetic (DPA) - New York 7-20
A basic arithmetic program for children operating at an instructional level from grades 1-6.

Discovery Through Reading - Michigan 7-21
A remedial-reading program for under-achievers in elementary grades utilizing a modified tutorial, highly-structured approach.

Early Childhood Preventive Curriculum (ECPC) - Florida 7-22
A program developing in high-risk first-grade students the perceptual, cognitive, and language skills that they need to respond successfully to beginning reading instruction.

the Electric Company - New York 7-23
The use of television in teaching reading skills to young children.

Exemplary Center for Reading Insturction (ECRI) - Utah 7-24
An inservice program for teachers of all ability-level students in reading and language skills instruction with expectations of 95-100% mastery.

Flagstaff Remedial Reading Project (Title I) [formerly Remedial Reading (Title I)] - Arizona........ 7-25
A child-centered daily pull-out program using an eclectic approach to instruction based on individual diagnosis of reading problems.

Flint Follow Through Project: A Parent Implemented Program - Michigan........ 7-26
A parent-implemented program using the Distar Instructional System to teach reading to low-income K-3 children.

FLIT: Functional Literacy - California........ 1-8
A functional reading literacy education program.

project Follow Through (East St. Louis Board of Education) - Illinois........ 4-18
A comprehensive early childhood program for students, grades K-3.

Follow Through: Individualized Early Learning Program - Iowa........ 4-19
A comprehensive program to sustain gains that children from low-income families make in pre-school programs.

Follow Through - Portageville Unit - Missouri........ 4-20
A highly structured behavior modification approach to primary education.

the Glassboro Right-to-Read Project - New Jersey........ 7-27
An individualized diagnostic/prescriptive reading program based on a district assessment of staff and community needs.

Higher Horizons 100 - Connecticut........ 7-28
A program for students with reading retardation problems, grades 7-10.

HIT: High Intensity Tutoring - Michigan........ 7-29
An individualized instruction program for sixth, seventh, and eighth grade students identified as deficient in basic-grade-level reading and/or mathematics skills.

HOSTS: Help One Student to Succeed - Washington........ 7-30
A diagnostic/prescriptive/tutorial approach to basic reading skills.

Improvement of Basic Reading Skills - Alabama........ 7-31
Reading centers providing an individualized approach to remedial reading for educationally deprived children.

Improving Achievement (Reading) Through Use of Teachers and Teacher Aides - Utah........ 7-32
A personalized and concentrated reading improvement program for secondary students.

Individualized Language Arts: Diagnosis, Prescription, and Evaulation - New Jersey........ 7-33
A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition, grades 1-12.

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Process Technology - Nebraska........ 7-34
A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

Intensive Reading Improvement Program (IRIP) - Illinois........ 7-35
A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

IRIT: Intensive Reading instructional Teams - Connecticut........ 7-36
A laboratory project for third- and fourth-grade students with difficulty in reading.

Kansas City Behavior Analysis (BA) Follow Through Project #1: Resource Center - Kansas........ 7-37
An individualized, motivational K-3 basic skills program.

Learning to Read by Reading - California........ 7-38
A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials.

Le Flore County (Mississippi) Follow Through Resource Center - Mississippi 7-39
A program, based in part on the cognitive developmental theory of Jean Piaget and the educational philosophy of John Dewey, which blends open-ended child-initiated activities with teacher-structured lessons.

LEM: Learning Experience Module (Educational Management Design) - New Jersey 6-10
A team-teaching approach with a coordinated-scheduling and student-grouping procedure.

Math Laboratories for Disadvantaged Students - South Carolina 7-40
A laboratory approach to teaching basic mathematical skills to underachievers.

Matteson Four-Dimensional Reading Program - Illinois 7-41
A multi-text individualized skills-development reading program for grades 4-8.

Media Now - Iowa 9-3
A course of study in the mass media.

Migrant Student Record Transfer System (MSRTS) - Arkansas 2-10
An educational and health system for migrant children K-12.

the Montevideo Follow Through Resource Center's Individualized Early Learning Program - Minnesota 4-27
A program consisting of a highly structured, sequential, individualized curriculum for mathematics and reading that leads to proficiency in the basic skills.

New Adventure: Success Strategies for Reading and Language [formerly New Adventure in Learning (NAIL)] - Florida 7-42
Comprehensive early childhood language arts and classroom discipline.

Northern Cheyenne Follow Through Project - Montana 4-28
An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher aides.

Oakland Unified School District Follow Through Program - California 4-29
An interdisciplinary approach utilizing a literature-centered curriculum for students in kindergarten to grade 2.

Oklahoma Child Service Demonstration Center for Secondary LD Students - Oklahoma 8-10
An alternative, individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning disabled adolescents.

PAL: Pupils Advancing in Learning - Colorado 7-43
A supplementary program using individualized instruction to improve reading skills.

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education - Alabama 7-44
A locally-developed, personalized approach to continuous progress in reading -- a comprehensive developmental program.

Personalized Instruction: A Classroom Team Approach (formerly Classroom Team Approach Project) - Colorado 7-45
A classroom team approach.

Pre-Algebra Development Centers - Illinois 7-46
A basic conceptual/computational skills program in mathematics designed to prepare students for success with algebra at the high school level.

Programmed Tutorial Reading - Utah 7-47
An individualized tutoring program for first graders having difficulty learning to read.

Public School 243/Bank Street College Follow Through Program - New York 4-36
A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

project R-3: Readiness, Relevancy and Reinforcement - California 7-48
a motivational basic-skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

Reading/English Rotation Project - Georgia 7-49
A rotating classroom approach to teaching reading skills to students, grades 6-9.

project Reading Improvement - North Carolina 7-50
A project attacking the problem of reading deficiencies of children in grades 1-8.

Reading Improvement Program -- Secondary Schools Reading Laboratory - West Virginia 7-51
An individualized reading skills program.

Reading Instruction and Pupil Personnel Services (RIPPS) - Rhode Island 7-52
A team-approach program to improve reading achievement and self-concept of reading-disabled students.

Reading Laboratories - Georgia 7-53
A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

Reading Project - Hawaii 7-54
A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.

Remediation for Children with Learning Deficits Through Precision Teaching: The Sacajawea Plan - Montana 8-15
A precision-teaching model designed to remediate and build basic tool skills through use of these components: (1) screening; (2) identification; (3) remediation; (4) continuous measurement; and (5) data-based decisions.

Right to Read: Wilson Junior High School - California 7-55
An effort to eliminate illiteracy and turn kids on to reading.

School Volunteer Development Project - Florida 7-56
A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

SDR: Systems Directed Reading - Texas 7-57
A program to develop students' (K-6) word attack and reading comprehensive skills.

SEAPORT: Student Education Assuring Organized Reading Techniques (formerly Remedial Reading and Home/School Liaison Program) - Rhode Island 7-58
A program using both a school-based and a home/school liaison approach to remedial reading problems.

project SHARE: Sharing High Yield Accountability with Resource Educators - Minnesota 8-17
An instructional process for remediation of basic skills in learning disabled students in mainstream education.

STAMM: Systematic Teaching And Measuring Mathematics - Colorado 7-59
A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.

project STAY: School To Aid Youth - Oklahoma 4-38
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

Strategies in Early Childhood Education - Wisconsin 7-60
A continuous growth program bridging the gap between preschool, kindergarten, and first grade.

project Success: Handicapped - Washington 8-19
Low-cost academic and self-management programs for handicapped elementary school students.

a Systems Approach to Individualized Instruction (SAII) - Oregon 7-61
A systematic instructional program in the basic skill areas of reading and mathematics.

Teams-Games-Tournament (TGT) - Maryland 7-62
An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

Title I Children's Program: Learning to Read Trhough The Arts, Division of Community School District Aff[illegible]s, New York City Board of Education - New York 7-63
An intensive, individualized, remedial reading program presented through the arts.

Title I Reading Center Program - Florida 7-64
An individualized diagnostic/prescriptive remedial reading program.

Title One Corrective Reading Program (TOCR) - Kansas 7-65
A referral corrective reading program for grades 1-6.

Training Migrant Paraprofessionals - Washington 2-14
Training system to prepare bilingual adults to teach reading, math, oral Spanish and English to preschool age through third-grade children.

Trenton Follow Through: Behavior Analysis Approach - New Jersey 4-40
Complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

Tulare Follow Through - California 4-41
A language development and social education program intended to provide low-income children with a broad range of services.

project Understand: Arlington's Title I Program (formerly Arlington's Title I program) - Massachusetts ... 7-66
A program to help strengthen reading, language, and math skills in children grades K-8 who need a supplementary learning experience.

Upstairs School - Oregon 7-67
A program intended to improve the reading ability of educationally disadvantaged students.

U-SAIL: Utah System Approach To Individualized Learning - Utah 6-14
An effective, economical, and exportable system for individualization and improvement of instruction.

Vocational Reading Power (VRP) - Minnesota 7-68
A teacher-oriented program for reading development in junior and senior high vocational and nonvocational classes.

Waukegan Follow Through Demonstration Resource Center - Illinois 4-42
A behavioral analysis approach program emphasizing the basic skills of reading, math, and language arts.

PROJECT

AIRS: Andover's Individualized Reading System

descriptors

Basic Skills
Individualized Instruction
Reading

target audience

Students of all abilities, grades 1-6. Complete sequential program for developing reading skills and cultivating interest in independent reading. Originally approved by JDRP as an individualized reading program, AIRS has been repackaged to provide for group as well as individual instruction.

description

A diagnostic/prescriptive reading program designed to teach basic skills and foster enjoyment of literature.

AIRS basic skills are defined by a comprehensive set of behavioral objectives for grades 1-6. All instructional activities, materials, and tests are keyed to these objectives. All reading instruction is teacher-directed in grades one and two, where lesson plans are correlated to a specific publisher's text to build a strong phonetic base. When the basic decoding skills are firmly established, the comprehension, vocabulary, and handwriting components of the program become more flexible to accommodate varied learning patterns. As students progress beyond beginning reading, the initial instruction is in basic phonetic, word recognition, and spelling skills. The comprehension, vocabulary, and structural skills comprise an increasingly major portion of reading instruction. Individualized reading and free reading then become part of the curriculum. Cumulative criterion-referenced tests in phonics, spelling, and writing monitor student achievement at every level of instruction.

Prior to instruction in comprehension skills, the student is given a pretest which is analyzed by the teacher. Results are recorded and used as a basis for skills grouping and lesson prescriptions. Individual learning packages contain all the elements necessary for the instruction of specific skills -- teacher and student directions, lessons, reinforcement practices, and posttests -- integrated in a comprehensive series of skills books. Most materials are programmed so that students may work independently as they acquire more skills. Reading objectives cover five broad areas: phonetic analysis, word recognition, structured spelling, comprehension, and word meaning. Since its approval by the JDRP, additional components have been developed to make AIRS a total language arts program. They include an Integrated Reading, Writing, and Spelling program for grades one and two as well as lessons which provide a sequenced progression through grammar, mechanics of writing, composition, and dictionary skills for grades 3-6. Students spend 8-10 hours a week on the total language arts program.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

Comparisons for each grade in areas of word study skills and paragraph meaning were made with national norms as measured by Educational Testing Service standardized tests. Since receiving JDRP approval, students have performed decidedly above the fiftieth percentile; mean percentiles in 1977 for four of the six grades were at or above the ninetieth percentile (grade 6, 95+).

implementation requirements

Inservice workshops for teachers and supervisors adopting program -- four days at adoption site. (Instructional aides, tutors, or paraprofessionals may attend workshops with systems approval.) Program designed to be used by entire system; can be adapted for use within individual school. Complete set of materials for each component needed; individual components may be used apart from entire program.

financial requirements

Teacher's Manuals (four at lower levels): $4.60-$10.50. Pupils' Lesson Unit: $100-$190 for 10. Tests: $4-$60/set (inc. consumable and non-consumable at all levels). Record keeping (consumable): $12 for 35. Individualized Reading: One year, approximately $18.65, plus trade books. Phonics, Individualized Reading, and Comprehension programs use commercially available publications: Basal for grade one, trade books, and supplementary skill practices.

services available

An NDN-funded Developer/Demonstrator project.

Where possible, visitation to the developer site should precede workshops at adoption site. Exemplary project staff will conduct workshops which include presentation of materials, practice using the materials, lectures, and demonstrations for each component being implemented. Follow-up consultations by project staff: two two-day visits. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Financial arrangements will be made.

contact

Esther L. Campbell, Director, or Theresa G. Murphy, Reading Supervisor; Andover Public Schools; Jackson School; Andover, MA 01810. (617) 475-2339.

Developmental Funding: Local and limited federal funding USOE JDRP No. 74-25 Approved: 4/29/74

Compiled Winter 1977

PROJECT AKRON INDIVIDUALIZED EARLY LEARNING PROGRAM (IELP)

descriptors

Individualized Instruction
Diagnostic Teaching
Diagnostic Tests

target audience

Kindergarten through third grade.

description

An individualized sequential instruction program in mathematics and reading for primary-grade children.

The Akron IELP is a combination of the Primary Education Project (PEP) and Individually Prescribed Instruction (IPI). PEP is the kindergarten or readiness component; IPI focuses on developing definite skills in mathematics and reading.

The Akron IELP provides a continuous individualized educational experience for primary-grade children. The major goal of the program is that each child make steady progress toward mastery of academic skills. Achievement of this goal is facilitated by the following components: (1) a structured curriculum in which each content area is comprised of behavioral objectives arranged by unit and level; (2) an assessment system comprised of criterion-referenced tests that are part of the procedures for placement of students in the curricula and for monitoring and guiding the students' learning progress; (3) a management system that enables the teacher to provide individualized educational experiences for students; (4) individualized instructional materials developed at the University of Pittsburgh, or by commercial sources; (5) a monitoring and record-keeping system that depicts the location of each student in each curriculum area and facilitates diagnostic teaching. Test results are used to prescribe learning tasks for the students. Although students progress through the curriculum at various rates, management schemes have been developed to gather children for group reading experiences.

Akron IELP provides for significant parent involvement. Parents volunteer their time and are employed as paraprofessionals. A parent training program, designed to help parents understand the curriculum and instructional methods, enables them to help their children with school work at home.

(The program was originally developed and validated at the University of Pittsburgh's Learning Research and Development Center, but now operates as a Developer/Demonstrator at Akron, Ohio.)

assurances/claims

Evaluation data indicate that students who participate in the Akron IELP program show increased levels of reading skills. All IELP groups achieved at a higher level in mathematics and reading than previously tested control groups. However, the claim is stronger for reading. (Wide Range Achievement Test, annually, random sampling, each grade; Stanford Achievement Tests, first grade, Spring, 1977. Participants were low-income urban students.)

implementation requirements

The curriculum can be adopted by an individual teacher, by one teacher at each grade level, or by a school. The teacher can operate with or without the assistance of a paraprofessional or volunteer. Selected curriculum components may be adopted, such as PEP, IPI math, or IPI reading. Personnel involved in the implementation should participate in training. The program is implemented in kindergarten during the first year; a grade level is added each year until the third grade. Implementation of Akron IELP requires four years.

financial requirements

Cost for program installation is approximately $45 per learner for kindergarten and $78 per learner for the primary grades. This cost includes instructional supplies, equipment, and staff training. Program maintenance is approximately $5 per learner for kindergarten and $27.22 per learner for primary grades. The cost per learner is based on 25 students per class.

services available

A Follow Through Demonstration Site.

Awareness materials are available at no charge. Facilities are available for practitioners who wish to observe the program by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). A one-week training session will be provided for persons interested in replication. The initial training will occur at the Akron site (travel expenses to be paid by the adopter). Field visitations will be made by the Akron staff at no cost to the adopter.

contact

Interim Contact: Betty Campbell; 65 Steiner Ave.; Akron, OH 44301. (216) 376-3051.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-155 Approved: 9/12/77

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PROJECT ALPHAPHONICS: Reading Readiness Training Program

descriptors

Beginning Reading
Self Concept
Bilingual Education

target audience

Students at all ability levels in preschool, kindergarten, and primary grades. Has been used successfully with bilingual children, children with learning disabilities, and children from a wide range of income levels.

description

A 28-week success-oriented reading-readiness program employing an organized phonics system, to be used as a foundation for any reading system or program.

Alphaphonics increases reading achievement by promoting the acquisition of basic readiness skills while it helps children develop positive academic self-images. The program utilizes repetition, discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity on the part of the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

An Alphaphonics lesson lasts about 30-45 minutes every day. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require the use of a teacher aide, although the use of aides allows increased individual attention to each student.

The Alphaphonics manual is used as one of two basic texts for "What Do You Expect?" the ITV Consortium Television training program developed for teachers, parents, and aides by Dr. Lenore Jacobson.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

The program was measured by annual standardized tests of reading readiness and reading achievement. At the end of kindergarten and grades 1, 2, and 3, the Alphaphonics group scored significantly higher than control groups. Details of study available from project.

implementation requirements

The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual and Astro's Bag; optional materials are useful and are recommended.

financial requirements

Alphaphonics manual including Astro's Bag (one per classroom), $32.94; one-day training (cost of trainer's transportation and per diem only).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be negotiated). Training and implementation services are provided at project site or adopter site (cost to be negotiated).

contact

Gretchen Ross, Project Director; Alphaphonics; Ponderosa School; 295 Ponderosa Rd.; South San Francisco, CA 94080. (415) 588-8082.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-15 Approved: 2/26/74

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PROJECT BASIC SKILLS IN READING (BASK)

descriptors
Basic Skills
Performance Based Education
Diagnostic Teaching

target audience
Readers scoring below the fortieth percentile on Gates-MacGinitie Survey, grades 1-6.

description
An exemplary project intended to provide special instruction in the basic skills necessary for reading success.

BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills throughout the elementary/middle school years. Target pupils are remedial, but the format can be applied to all levels (revised objectives are available). Its principles and many of its materials and techniques can also be used to advantage for under-par junior and senior high pupils. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily in the child's familiar classroom setting. Frequent diagnosis and flexible prescriptive teaching insure pupils' experience of success. Pupils evidencing possible learning disabilities are referred for testing and programming, if needed. Computerized information retrieval is used for diagnosis, prescription, and record keeping; the computer also processes progress reports for parents and school staff. The project is designed also for manual record keeping and data processing.

assurances/claims
For fiscal year 1974, the program anticipated that 65% of students served would make gains of one month per month; 84% actually did so. In 1975 and 1976, 80.6% and 80.7% (respectively) reached that goal.

implementation requirements
(1) Adopter district's firm commitment to the use of BASK.
(2) Assurance that the necessary training will be provided and supportive staff assigned to concentrate on the project.

financial requirements
Approximately 65% of materials used can be made from materials available at the BASK Resource Center. Commercially available materials make up the remainder. Projected cost per pupil in 1978, $401.20.

services available
No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training (a workshop of from three to five days' duration) is conducted at the project site (adopter must cover all costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state awareness conferences (expenses must be paid). Adaption assistance, follow-up visits, and telephone consultation services are available.

contact
Marjorie H. Benz, Title I Coordinator; Manchester Public Schools; 88 Lowell St., Manchester, NH 03104. (603) 668-8882.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 75-68 Approved: 9/11/75

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PROJECT BEHAVIOR ANALYSIS RESOURCE CENTER (BARC) [Pratt-Arnold School, Philadelphia, PA]

descriptors

Basic Skills
Educational Disadvantagement
Early Childhood Education

target audience Kindergarten through third grade. Low-income urban children have been the primary beneficiaries of the program, but its effectiveness is not limited to this kind of population. In BARC operations, however, priority will have to be given to those sites serving a low-income population that are interested in total K-3 replication.

description *A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis Program.*

The Philadelphia Behavior Analysis Program uses an extensive series of monitoring and criterion-referenced materials in preparing teachers to become certified in the program, e.g.: The Behavior Analysis Classroom; Tokens for the Behavior Analysis Classroom: A Teaching Guide; Behavioral Analysis Certification: Observation and Training Procedures for the Staff Trainer; Behavior Analysis Certification: How to Become Certified as a Behavior Analysis Specialist; Curriculum Procedures for the Behavior Analysis Classroom: A Teaching Guide; A Guide to Staff Training; Curriculum Procedures for the Behavior Analysis Classroom: Supplement for Staff Trainers; and Feedback in the Behavior Analysis Classroom: A User's Guide.

A motivational system based on token reinforcement or teacher/student contracting procedures is employed. The system provides token or point consequences for progress in both academic skills and social behaviors. Throughout the instructional period, a child's academic behavior earns praise and tokens or points. At the end of the period, the children have the opportunity to exchange their points or tokens for activities of their choice. Daily change in these activities provides continued motivational support for the children.

All curriculum materials are selected on the basis of the following criteria: (1) they have entry placement and diagnostic tests, (2) they are self-checking, (3) they require frequent response from the student, (4) they can be individualized, (5) the skills are presented in small steps, and (6) child progress can be monitored and measured.

Each child in the program is targeted for a year-end goal of at least grade-level achievement in math, reading, and spelling. Grade-level achievement is correlated to book and page placements in the materials.

assurances/claims Low-income children can achieve in the basic skills as well as or better than middle-class children as a result of the individualized instruction, academic monitoring, task persistence, and motivational systems of the program. Consistently high performance levels have been attained on the Wide Range, the Metropolitan, and the California Achievement Tests.

implementation requirements Adoption of the Philadelphia Behavior Analysis Program should reflect a joint decision on the part of administrators, teachers, and parents. Ideally, the principal as well as all classroom staff who will be involved in implementation should receive training. BARC training can be tailored somewhat to specific site requirements, but the complete training package, described in BARC brochures, is recommended within the context of total K-3 application. All training is predicated on prior written agreement between BARC and replication site. It is assumed that a contractual relationship between BARC and the site will be ongoing for a minimum of 2 years.

financial requirements The costs of replicating the program are approximately $500 per child for the initial year, but drop to $400 for each subsequent year. The principal expenses are those of providing an aide and a parent scholar for each classroom, as well as costs associated with ongoing training (special training personnel, consultant services, and released time).

services available A Follow Through Demonstration Site.

Information brochures regarding BARC are available. General descriptive materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be arranged). Training is available at project site or adopter site (costs to be arranged).

contact Leontine D. Scott, Director; Follow Through Programs; Room 510, Administration Bldg.; School District of Philadelphia; 21st and Parkway; Philadelphia, PA 19103. (215) 299-7659.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-143 Approved: 9/1/77

Compiled Winter 1977

PROJECT

PROJECT CATCH-UP

descriptors

Reading
Mathematics
Diagnostic Teaching

target audience

The originating site serves students in the lowest quartile in reading or math, grades K-8. Adopting sites successfully have extended the laboratory to serve students at other achievement levels and in grades K-9.

description

A diagnostic/prescriptive laboratory program in reading and/or math.

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of children who test in the lowest quartile in these areas.

Classroom and laboratory teachers work closely to (1) identify program participants, and (2) formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of diagnostic testing. They then select materials and methods to meet the child's needs from a wide variety of high-interest resources available in the laboratory. Children spend an average of one-half hour per day in the laboratory, in groups of one to three working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success, and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of easily-available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic-prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

(This project has been described in a Project Information Package.)

assurances/claims

The project utilizes pre- and posttesting (CTBS reading and math). For the past five years, the median student has consistently gained 1½ months in reading and math skills for each month in the program (data validated by RMC). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. (Annual evaluation data available.)

implementation requirements

A school district interested in adopting or adapting Project Catch-Up should be able to: (1) provide a laboratory of any size (we started in a closet, but at present have a classroom); (2) administer diagnostic tests to participating children; (3) provide professional instruction to meet diagnosed needs; (4) use high-interest materials insofar as they are available. The project can be adopted for a grade level or a school. It can offer reading instruction, math, or both.

financial requirements

Tests and Instructional Materials: $4.50-$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost $250 per laboratory; most schools already have at least one such machine. Staff: staff needs may be met with a reassignment of personnel in any school with Title I funding.

services available

An NDN-funded Developer/Demonstrator project.

Visitors welcome by appointment. Awareness materials, other sample materials, and technical assistance in securing funding are available at no charge. Staff are available for out-of-state awareness conferences (costs to be arranged). Inservice available at project site and out-of-state (costs to be arranged). A PIP (a complete three-ring binder prepared through the United States Office of Education) is available for school districts that want a step-by-step guide to adaptation.

contact

Fay Harbison; Newport-Mesa Unified School District; 1601 Sixteenth St.; Newport Beach, CA 92660. (714) 556-3300.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 34   Approved: 4/4-5/73

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PROJECT CATCH UP - KEEP UP

descriptors

Remedial Reading
Diagnostic Teaching
Inservice Teacher Education

target audience

Students in grades K-12 (validated for grades 5-8) who are reading two or more years below grade level. The population in the community is in the middle to lower-middle income range and is highly mobile. Classroom teachers who have students with low reading levels are offered inservice training by reading specialists.

description

A remedial reading program and inservice teacher training, grades K-12.

The goal of this project is to raise the reading level of children who read below their grade level -- one month growth for each month in the program. Children who score two or more years below grade level on the Gates-MacGinitie reading test receive instruction in small groups from reading specialists, either in the reading lab and/or in their classroom. Reading specialists spend at least 50% of their instructional time working in the special reading lab. Approximately 50% of their time is spent working with children in the regular classrooms in concert with the classroom teacher to provide inservice teacher training. When the training occurs in the classroom, the regular teachers and aides are able to learn new techniques and strategies for teaching reading -- this profits not only the target student but all the students in the class. Students meet with the reading specialist for 20-50 minutes four days each week, and remain in the program for at least one semester.

The instruction in reading is individualized for each student based on the Flowing Wells Reading Support System, which carefully diagnoses a student's reading deficits, provides prescriptive activities and includes an evaluation procedure to determine the student's progress. The reading labs serve as a location for specialized instruction, as well as a reading-materials resource center for teachers. The reading specialists offer demonstrations, workshops, and seminars for teachers, and provide creative reading materials such as board games, posters, audiotapes, and self-paced exercises for loan to students, teachers, and parents. The reading labs are decorated in lively and interesting fashion with unique niches and private retreats to enhance the appeal of reading. Students are evaluated on an ongoing basis using the Flowing Wells Reading Support System. In this manner of continuous monitoring, a current record of student growth in reading skills is readily at hand for the reading specialist and classroom teacher. Gates-MacGinitie standardized reading tests are administered three times per year as a means of determining normative growth.

(This project has been described in a Project Information Package.)

assurances/claims

In 1975 Gates-MacGinitie reading scores were submitted to JDRP. These data were collected during 1974-75 from students in grades 5-8 who were enrolled in Title I funded schools. Data analysis indicated that students who remained in the program for at least three months made significant gains in their reading level. From the beginning of the program, students have met or exceeded the program goal -- that at least 75% of the students gain one month in reading level for each month.

implementation requirements

This program involves the entire school system. It would be difficult for one teacher to adopt only a portion of it. The following implementation requirements are basic: (1) one highly qualified and motivated reading specialist for each 225 students; (2) a separate comfortable work area for small reading groups; (3) a reading management system; (4) active support from top-level administrators; (5) initially, at least some teachers willing to release children to attend labs and willing to work with reading specialists; (6) inservice training for administrators and reading specialists; (7) administration of evaluation forms before and after the program.

financial requirements

Costs budgeted for the 1975-76 school year based on 225 students in the program were approximately $370 per student. Most of the cost involves salaries for reading specialists. The Flowing Wells Reading Support System is being packaged for distribution and should be available early in 1978. Other materials include assessment forms for each student, and supplementary reading materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid for). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact

Jan Harrell, Coordinator, Reading Dissemination; Project Catch Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Rd.; Tucson, AZ 85705. (602) 887-1100, ext. 232.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-120 Approved: 12/16/74

Compiled Winter 1977

PROJECT A CHANCE FOR EVERY CHILD

descriptors

Diagnostic Teaching
Regular Class Placement
Staff Improvement

target audience

Originally approved by JDRP for low-achieving students and their teachers in grades 1-6; program is also effective with students of average or above-average abilities.

description

A diagnostic/prescriptive program for low-achievers carried out within the regular classroom, monitored by consultants.

Project A Chance For Every Child involves a team approach to solving the problems of low-achieving students within the confines of the regular classroom. Reading specialists work with classroom teachers and principles in the selection and development of a sequential program for selected students.

The project's unique success cycle is due to the following eight factors: (1) classroom teacher retains instructional responsibility; (2) classroom teacher-consultant dialogue is continual; (3) teacher skills, managerial and instructional, are upgraded; (4) student is provided with instruction at his/her individual level; (5) high-interest materials and student recognition are effective motivators; (6) teacher and student attitudes change gradually; (7) high morale is maintained for teachers and students; and (8) achievement, self-confidence, and motivation continue to grow.

assurances/claims

Student population is low-achieving, low-income, and urban fringe. Alternate forms of the Gates-MacGinite Reading Test used for pre- and posttesting. During the last three years, 52% of students made gains of 1.6 or greater; 76% made at least one year's gain.

implementation requirements

Key personnel visit the demonstration site. Formal approval for adoption and statement of assistance signed by the superintendent and Board of Education. Potential adopter provides numerical evidence that need for project exists, evidence of human resources capable of carrying out project, and evidence of financial ability to implement the project and continue it for a minimum of two years. Smallest unit possible is one school. It is essential to have one reading consultant for each ten to twelve teachers, who will monitor approximately eighty students.

financial requirements

Initial costs for materials and equipment vary from $2,000 to $3,000 per building. Pre- and posttesting average approximately 60¢ per child. The largest single item in the budget is personnel. Minimal cost per building for project materials would be $150.

services available

A Michigan Department of Education Demonstration Project. No other special network funding supports this project's dissemination efforts.

Awareness materials available at no charge. Visitors welcome by appointment. Awareness sessions provided by project at no cost in Michigan. Outside Michigan, costs are responsibility of host group. Training sessions at demonstration site and/or adoption site, management manuals and consultant manuals, and follow-up consultant service available (costs to be arranged).

contact

Kathryne D. Sowinski, Director, Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600 ext. 316.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 76-89 Approved: 7/1/76

Compiled Winter 1977

PROJECT CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program

descriptors

Disadvantaged Schools
Individualized Instruction
Student Motivation

target audience

Pupils grades 1-6. Although developed for disadvantaged student population, this program can be used for any comprehensive elementary school reading program.

description

An individualized reading program intended to increase the basic skill reading-achievement levels of inner-city students.

Each student is individually assessed and placed at a level where he/she can function effectively with the curricular materials being used. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, utilizing any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. This program, according to validators, provides teachers with an accurate assessment of each student's reading skills on a day-to-day basis. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to another. The validators judged the program to be inexpensive to implement and highly motivating for participating students due to its use of contracts and self-correctional procedures, and to the built-in success factors of the program.

The Classroom Intervention Project has three major objectives: (1) attainment of a year's growth per year in regular inner-city classrooms; (2) attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; (3) development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that underachievers acquire reading skills at a rate of 1.0 gain per year.

assurances/claims

Regular students more than doubled their average reading gain, averaging 1.29 years' growth via a pre/post Metropolitan Achievement Test. Similarly, 63.68% of 121 students gained a year's growth or more in reading. Special-education students across two project years averaged 1.09 years' growth. The resource room, serving severely disadvantaged readers, produced 1.35 years' gain per student.

implementation requirements

The basal reading series that have been converted into the individualized management system include: Ginn 360 series, Lippincott series (1968-73 and 1975), Sullivan Associates programmed readers, Plus-Four booster series, Houghton Mifflin 1976 series, and Holt-Rinehart-Winston 1973 series. (Ginn 360 and Lippincott series have been primary choices, since they are more commonly available and offer a wider breadth of skills and range.) Adoptions are easier for schools that utilize a curricular series for which the individualized management system has already been developed.

financial requirements

Three major costs are: (1) curricular material (costs can run as high as $11.03 per student, if no basal reading series are available); (2) aide time during reading (ran $32.70 per student in Seattle); (3) program maintenance (approximately $5 per student). Most of the curricular costs are first-year start-up expenses.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site pays only their own costs). Training is also conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Wayne E. Foley or Robert B. Hamilton; 615-12th Ave. South; Seattle, WA 98144. (206) 587-6371.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-77 Approved: 11/10/75

Compiled Winter 1977

PROJECT CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

descriptors

Mathematics
Basic Skills
Cross Age Teaching

target audience Students of all abilities, grades 1-8.

description *A sequential, small-group mathematics program designed to meet the needs of all children.*

The Conceptually Oriented Mathematics Program is a management system that provides a list of sequential skills to be mastered in each of the basic skills areas. It is designed to meet individual needs through small-group instruction.

Students are tested to determine their individual strengths and weaknesses, and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into two or more steps. (Step Z in each level provides additional materials for the highly-motivated student.)

The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching, and to adapt it to the learning styles of their students.

assurances/claims Level of achievement in mathematics (as measured by standardized tests) has shown marked improvement compared with previous scores.

implementation requirements (1) One day of training prior to the implementation of COMP. All teachers and administrators involved in the program should attend.
(2) One day of technical assistance during the school year. Adopting school's needs will determine date.
(3) A staff member should be designated as contact person and coordinator for the project.

financial requirements Exclusive of textbooks and the coordinator's salary, the basic costs are: an average of two guidebooks per teacher, at $7.75 per book, including postage and handling; and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances are available.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Arrangements can be made for visitors to see COMP in action in several adopter schools. Training will be conducted by a consultant from Project COMP at adopter site only (costs to be arranged). Staff members will be available to present COMP at out-of-state conferences (costs to be arranged).

contact Alta M. Harness, Director; COMP Consultants, Inc.; 1414 I-70 Drive S.W.; Columbia, MO 65201. (314) 449-0881.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-114 Approved: 12/6/74

Compiled Winter 1977

PROJECT

PROJECT CONQUEST

descriptors

Individualized Instruction
Diagnostic Teaching
Reading Clinics

target audience

Originally approved as a reading program for grades 1-6, this program now operates as a first grade (repeaters) through ninth grade program for students below grade level but potentially able.

description

A highly individualized diagnostic and prescriptive reading program.

Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, 4½ days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

(This project has been described in a Project Information Package.)

assurances/claims

Conquest students and comparison groups were pretested and posttested in fall and spring on the Gates-MacGinitie (grade 1 repeaters only through grade 3) and CAT (grades 4-6). The test results indicated that Conquest students scored higher on these tests than comparison groups. Financial and evaluation data were collected in 1973-76.

implementation requirements

Materials used: Programmed materials, phonovisual charts and words, books, kits, audiovisual materials, games, supplemental nonprogrammed materials, teaching machines (commercial), commercial materials and teacher-made materials, including Conquest Instructional Survival Kit (CISK).

financial requirements

Total estimated costs are $450 per pupil after start-up. Initial cost for equipping one reading-room/clinic is approximately $6,000.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (October through April). Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state. Project staff can attend out-of-state conferences (expenses must be paid).

contact

Bettye P. Spann, Director; Project Conquest; Board of Education; 1005 State St.; East St. Louis, IL 62201. (618) 875-8800, ext. 149 or 166.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-12 Approved: 2/20/74

Compiled Winter 1977

PROJECT CRITERION READING INSTRUCTION PROJECT (CRIP)

descriptors Language Development
Reading
Individualized Instruction

target audience Grades pre-K through 3.

description *An individualized language arts readiness program.*

Specific program performance objectives have been set up in nine broad skill areas, and all teaching is based upon needs assessment. Areas of assessment include large and small motor skills, handwriting skills, listening-comprehension skills, auditory discrimination skills, oral vocabulary, visual comprehension, and visual discrimination skills.

Children go to a specially equipped room where instruction is geared to their demonstrated needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work in small groups or independently.

Pre-kindergarten and kindergarten children in the public schools meet for 2½ hours in either a morning or afternoon session, five days per week. Children in the kindergarten program in the parochial schools and first, second, and third grade students in all schools are scheduled for a minimum of one half-hour per day, five days per week. Teacher aides are helpful for duplicating materials, maintaining the classroom inventory of equipment and instructional supplies, and recording test scores.

assurances/claims Students pre-kindergarten through grade three assessed for levels of functioning in cognitive, affective, and psychomotor domains. All grade levels met cognitive and psychomotor performance objectives (many scores approximating national norms). On the affective measure, all grades met the criterion except for grade three.

implementation requirements Inservice training is helpful; however, no special training is available to districts through the project. Teachers are provided with the criterion skill lists, and the Title I project staff is currently coding the materials to specific skills for easy reference.

financial requirements For 1975-76, the per-student cost was approximately $763, including funds for supplies, equipment, and staff salaries.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome.

contact Anita M. Schmidt, Director; Elementary Education and Title I; School #4 Annex; Dill Avenue; Linden, NJ 07036. (201) 486-2530.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 32 Approved: 4/9/73

Compiled Winter 1977

PROJECT DAYTON FOLLOW THROUGH PROGRAM

descriptors

Early Childhood Education
Performance Based Education
Parent Participation

target audience

Kindergarten through third grade. The program provides a positive-reinforcement management system for individualized instruction, and leads to proficiency in the basic skills.

description

A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons in reading, math, and language.

The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: (1) teacher presents a task from a developed manual, using specified questions; (2) children respond verbally; (3) teacher evaluates their answers, reinforcing good responses; (4) teacher uses a specified procedure to correct wrong answers; (5) all tasks in a lesson are completed, following steps 1 to 4; (6) children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement (as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals).

assurances/claims

Students who participate in the Dayton Follow Through Program from kindergarten through third grade significantly out-performed control children on academic (and affective) measures. Moreover, these children performed at or above national norms on standardized tests in language, math, and spelling.

implementation requirements

The decision to adopt the Dayton Follow Through Program should be jointly shared by administrators, teachers, and parents. Program implementation can begin immediately after training. The program is adaptable for pre-kindergarten through third grade. Paraprofessional or volunteer assistance and community involvement is strongly suggested.

financial requirements

Per-pupil cost, by subject area and grade level (assuming 30 students per class; initiation cost precedes maintainance cost): Reading I, $10.34 ($3.90); Reading II, $12.90 ($3); Reading III, $25.17 ($6.17 or less); Math I and II, each $7.56 ($3.90); Math III, $6.63 ($3.90); Language I, $6.36 ($2.70); Language II, $10.39 ($4.40). (If two or more programs are used, the cost of an aide should be added.)

services available

A Follow Through Demonstration Site.

General descriptive materials available free or at shared cost. Visitors welcome by appointment. On-site training and awareness sessions of one to four days' duration are offered to teachers, paraprofessionals, supervisors, administrators, and university students. (Sessions include program orientation, introduction to curriculum materials, classroom observation of teachers, and laboratory experiences.) Project staff will provide services at adopter site (costs to be arranged). Multi-media materials (films, videotapes, slides, cassettes, and printed information) are available.

contact

Willetta C. Weatherford, Director or Laura M. Lansdown, Dissem. Trainer; Dayton FT Resource Ctr.; Westwood Sch.; 3410 Hoover Ave.; Dayton, OH 45407. (513) 268-1641 or (800) 543-2448.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-132 Approved: 8/24/77

Compiled Winter 1977

PROJECT DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

descriptors

Arithmetic
Diagnostic Teaching
Concept Formation

target audience

Students functioning at grade levels 1-6.

description

A basic arithmetic program for children operating at an instructional level from grades 1-6.

DPA is an arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. A diagnostic test is used to identify the students' strengths and weaknesses, both in concepts and skills. Prescriptions are planned using the DPA Teacher's Manual. This manual contains activities for developing and modeling basic concepts as well as reinforcing and practicing the required skills. Each of the more than 75 activities have very specific objectives which relate to the arithmetic instructional sequence and the diagnostic test items. The manual also includes: descriptions of ongoing mathematics experiences (estimations, data collection, and interpretations); simplified record-keeping procedures and devices; classroom management techniques; instructions for designing and developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Title I). Essentially both approaches are the same. The diagnostic test is administered and the results are analyzed for general trends and specific needs. The data is recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his or her level of understanding. He or she may work with or without the teacher; in a large group, small group, or independently. He or she may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. Each student may complete a written activity for practice or may help in the school by applying arithmetic to a "real life" situation.

This is a concept-based program which uses manipulatives and physical materials and is adaptable to special education students.

assurances/claims

Each year for the past six years, DPA used the Stanford Diagnostic Arithmetic Test to pre- and posttest approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students, according to Title I criteria. These students achieved an average gain of 15 months in seven months of instruction.

implementation requirements

A district must demonstrate its need and desire for DPA by fulfilling the following responsibilities: (1) submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; (2) provide for the release of participating teachers and supervisors for three full days of pre-implementation training; (3) employ the diagnostic test as a pre and post instrument and provide DPA with a summary of results; (4) identify a teacher or supervisor who will act as the DPA on-site coordinator and liaison; (5) encourage cooperative planning and exchange among program teachers.

financial requirements

Curriculum and testing material start-up costs are about $5 per pupil or $150 per class. Maintenance costs are usually less than $1 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Awareness booklets and brochures are available. Arrangements can be made for visitations to the demonstration site, awareness presentations, and mini-workshops. Pre-implementation training workshops (three full days) for teachers and supervisors are conducted at either the demonstration site or the adopter's site. Follow-up meetings for technical assistance are scheduled to meet the needs of the adopting district.

contact

Matthew Scaff, Director; Community School District 31; 211 Daniel Low Terr.; Staten Island, NY 10301. (212) 447-3637.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-68 Approved: 9/18/74

Compiled Winter 1977

PROJECT DISCOVERY THROUGH READING

descriptors

Basic Skills
Beginning Reading
Diagnostic Teaching

target audience

Low-achieving students in reading, grades 2-3. Originally approved by the JDRP for grades 2-3. (Limited grade span was due to available funding.) This program now operates as a 1-6 program at another site.

description

A remedial-reading program for under-achievers in elementary grades utilizing a modified tutorial, highly-structured approach.

Discovery Through Reading is an instructional program in reading that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location other than the regular classroom. Each full-time Discovery teachers' case load is no more than 30 students. A key organizational feature of instruction is the "task sheet" which lists six specific activities to be completed by a student during each session. The task sheet acts as an agenda for each session's work and helps to structure teachers as they decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a non-threatening environment. First, a student competes only with himself/herself. Second, performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and goals achieved.

(This project has been described in a Project Information Package.)

assurances/claims

Students have been pre- and posttested with the Botel Word Inventory and the Stanford Reading Test (appropriate levels) each year since 1970. Evaluation results indicate 85-95% of students make a year's gain (or better) annually in the program. Target schools are identified on the basis of low-income. Students selected must be reading at least one year below grade level.

implementation requirements

Several alternatives are available for adoption by LEAs (local education agencies): (1) PIP (Project Information Package) alone; (2) training at adopter site by Project Director, with/without PIP; (3) training of a trainer at demonstration site with PIP. Program can be adopted by a single school 2-6, a single grade level within a school, or all elementary schools within district (selected grade levels).

financial requirements

Program Materials: A wide variety of commercially-available materials is used. We specifically require the use of five principal ones. Cost of these consumables is $20 per student spread over the year. Staffing: Certified teachers with no previous special training in reading are used at the original site. Paraprofessionals have been trained to conduct the program at other sites.

services available

An NDN-funded Developer/Demonstrator project. This project is also a funded Demonstration Center for the Michigan Adoption Program.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff can attend out-of-state awareness conferences (costs to be arranged). Training is conducted at project or adopter site. This project has a PIP package that is available to be used for adoptions; implementation may be with PIP alone or with Project Director training staff personally.

contact Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-112 Approved: 10/23/74

PROJECT

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

descriptors

Diagnostic Teaching
Beginning Reading
Teaching Techniques

target audience

Primarily for identified high-risk first-grade students, but can be successfully used with primary-learning-disabled children, or any child whose prereading perceptual skills development has limited beginning reading ability.

description

A program developing in high-risk first-grade students the perceptual, cognitive, and language skills that they need to respond successfully to beginning reading instruction.

The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral-language development.) Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills, and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles.)

assurances/claims

Using a matched control group for the third year of project development (1972-73), the project children scored greater gains on end-of-year Stanford Achievement Test: Paragraph Meaning. The gains made by project children could not have occurred by chance once in a thousand times. Follow-up studies available.

implementation requirements

Any experienced primary teacher can implement the program following training. Attendance at a five-day workshop is essential for adoption of the program. Training is practical, and includes "on-hands" learning. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher when needed. A full-time paraprofessional aide is required for full implementation. Any primary classroom can be used to create a student-learning-centered environment. No special equipment is necessary.

financial requirements

Screening tests (Clymer-Barrett Prereading Battery & Cognitive Abilities Test) must be purchased, as well as the Prereading Assessment System developed by the project. Basic equipment and materials costs will vary between $500 and $5,000 depending upon adopter's existing materials. Redirection of existing financial resources rather than added cost is the fiscal key. Reduction of student:teacher ratio to 20:1 and cost of paraprofessional aide must be considered.

services available

An NDN-funded Developer/Demonstrator project.

In-depth awareness materials are available at no charge. Awareness sessions are offered at potential adopter sites. No honoraria involved, but expenses may be required. Training is available at adopter or developer site. Demonstration sites available at Developer LEA or in various parts of the country. Visitors welcome by appointment. Materials may be purchased without adoption training.

contact

Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-57 Approved: 5/23/74

PROJECT THE ELECTRIC COMPANY

descriptors Reading

target audience Children, grades 2-4, below grade level.

description *The use of television in teaching reading skills to young children.*

The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. Televised curriculum and its accompanying classroom materials are built around specific goals in 19 curriculum areas. It began as a national program in many schools throughout the country and was incorporated as a part of the teaching program as a supplement to the regular school reading instructional program. Show guides and suggested classroom activities are available.

assurances/claims Comparison was between experimental and control students. The former viewed the Electric Company once daily, in school, for one season (130 programs, one-half hour each). Controls received only regular school reading instruction. Neither group could view the program outside school. Students who viewed the program scored generally higher on reading sub-tests than nonviewers.

implementation requirements Not Applicable.

financial requirements Curriculum is televised nationally. Optional instructional materials may be obtained from the project and other selected distributors. Cost involved is minimal.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors in educational administration or research are welcome by appointment, but there are no facilities for teacher visitations. Out-of-state training is available through field officers who are located in different states. For referral contact Dr. W. R. H. Smit at One Lincoln Plaza, New York, NY, (212) 595-3456. Project staff may be able to attend out-of-state conferences.

contact Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-23 Approved: 4/29/74

Compiled Winter 1977

PROJECT EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

descriptors

Teacher Education
Reading
Language Arts

target audience

Teachers who teach students of all abilities, grades K-12 and adults, mono- or multilingual, during reading and language arts instruction (including content reading), in suburban, urban, and rural areas and at all socioeconomic levels. Also, for paraprofessionals, parents, and peers who tutor students at school or at home under supervision of teachers.

description

An inservice program for teachers of all ability-level students in reading and language skills instruction with expectations of 95-100% mastery.

ECRI's original purposes in 1966 still exist: to identify critical teacher behavior essential to prevent reading failure, provide inservice education for teachers geared to the research findings, and disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from non-responding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery.

A student progresses in practicing new skills and in working in materials independently of other students. No student waits for another. In small groups, based upon instructional reading levels, students are instructed in those language skills which they will need in future work. Individual conferences are held daily. Students are reminded of what skills they have been taught, what skills they mastered, and what skills they will be expected to master through the Review, part of every skills instructional period. The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews back to the students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedural changes need occur for a teacher to provide for the returning student. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, record keeping, and multisensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those behavior-management techniques which build the student's self-concept, rather than destroy it. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

assurances/claims

Project validated over three years with more than 700 pupils in four Utah districts. Adopting districts demonstrate effectiveness: first graders reading at 3.8; second graders average ninety-fifth to ninety-ninth percentile; clinic pupils average four months' gain/month; Title I pupils average 1.4 to 3.2 years gains/year; secondary students average +2.5 years gains/year. Data available upon request.

implementation requirements

A 5-10 day preparatory inservice education program with one ECRI staff person for 15-20 trainees is desirable. This includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are desirable. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 20 self-instructional teacher-training workbooks if inservice education is not desired.

financial requirements

At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and half the travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks sell under $10 from ECRI. Mastery tests, 20¢ each but can be reproduced. ECRI staff time, $185/day, plus expenses.

services available

An NDN-funded Developer/Demonstrator project.

A catalog of available materials and awareness materials free upon request. Visitors are welcome (when schools are in session) in sites throughout U.S. Week-long training seminars for teachers, supervisors, and administrators are conducted quarterly in SLC and in adopter districts. ECRI inservice also includes university classes (where teachers pay tuition). Seminars for teachers of teachers are conducted biannually. A three-week inservice program is held each summer in SLC. A teacher-training internship program and a teacher-training exchange program with ECRI assist local districts and service centers to develop demonstration teachers.

contact

Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 2888 Highland Dr.; Salt Lake City, UT 84106. (801) 486-5083 or 278-2334.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-48 Approved: 5/23/74

Compiled Winter 1977

PROJECT FLAGSTAFF REMEDIAL READING PROJECT (Title I) [formerly Remedial Reading (Title I)]

descriptors

Remedial Reading
Diagnostic Teaching
Individualized Instruction

target audience

Target schools established by Title I low-income guidelines. Student eligibility based on low achievement (stanines three and below) on selected language-related SAT subtests. Supplementary reading, grades 2-9.

description

A child-centered daily pull-out program using an eclectic approach to instruction based on individual diagnosis of reading problems.

The project views reading as a highly individualized process: there is no single best way to acquire reading competencies. Further, the project is founded on the belief that students and teachers need to (1) experience success, (2) self-pace their work and (3) make choices from a variety of options. Accordingly, wide latitude occurs in instructional and organizational methods as teachers utilize personal teaching styles and favorite materials to meet individual student needs and provide for student success.

Small groups of 6-10 students receive individualized instruction according to a teacher-designed remedial plan as indicated by results of a diagnostic test battery. Class duration ranges from 30-55 minutes daily, depending on grade level. Classroom and reading teachers cooperatively plan daily pull-out schedule for eligible students grades 2-6; junior high students are scheduled into a remedial reading class period.

The daily remedial period for each elementary student is supplemental to instruction provided at the appropriate basal reader level by the classroom teacher. For junior high students, remedial reading class is extra instruction beyond that included in their regular English courses.

A typical instructional period includes a brief time for students to read for pleasure in self-chosen books, personalized skill instruction according to skill weaknesses, and a small group activity such as a reading game or project. With teacher guidance, children become more proficient in these basic skill areas: decoding, vocabulary development, comprehension, study skills and, for older children, reading rate.

(This project has been described in a Project Information Package.)

assurances/claims

In 1975-76 over 85% of participating students achieved one month or more grade-placement-gain per month of remediation. In 1976-77, evaluated by Title I Model A-1 (norm-referenced) design: all students, grades 2-9, showed mean gain of 4.33 NCEs on Gates-MacGinitie Reading Test. Corresponding mean percentiles: pretest, 16.0 percentile; posttest 21.5 percentile.

implementation requirements

Instructional staff: reading specialists or other teachers committed to ongoing training in remedial reading instruction; one teacher per 50-60 students for instruction in groups of 6-10 students. Support staff: district and/or project staff to cover overall administration. Space: one reading room for each teacher of 50-60 students; half-classroom size workable. Materials: variety of teacher-selected materials for each reading room. Commitment of building principals and classroom teachers, specifically with regard to pull-out scheduling. Adoptable by single building or district.

financial requirements

Continuation cost in established program is approximately $300 per pupil (700-800 children). Teacher salaries and benefits (95% of budget) represent new cost to district; administrative cost may be absorbed by existing personnel. Each participating school has one reading room per 50-60 students, furnished with a wide variety of commercial instructional materials and equipment. Continuing cost for materials and tests, approximately $10 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Descriptive brochure available (free). Project staff available to make presentations at out-of-state conferences (expenses covered). Visitors welcome by appointment. For adopting LEAs, training and follow-up available both on project site and on adopter site (cost arrangements negotiable). Project Information Package (PIP) includes Project Orientation Materials, Project Director's Management Calendar, Project Management Directory, Reading Supervisor/Staff Developer Manual, Teacher's Manual and Evaluator's Manual (contact project).

contact Lorraine Curry, Director of Elementary Curriculum; Flagstaff Public Schools;
701 N. Kendrick; Flagstaff, AZ 86001. (602) 774-8781, ext. 75.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 31   Approved: 4/4-5/73

Compiled Winter 1977

PROJECT FLINT FOLLOW THROUGH PROJECT: A Parent Implemented Program

descriptors

Individualized Instruction
Parent Participation
Community Involvement

target audience

K-3: Former Head Start and Title I prekindergarten and low-income children. (At least 90% of these children are from low-income families.)

description

A parent-implemented program using the Distar Instructional System to teach reading to low-income K-3 children.

There are six major parts of the Flint Follow Through Project: (1) Curriculum: The core of the curriculum is the Distar Instructional System, which is designed to be taught as small-group, face-to-face instruction by a teacher who follows its sequenced daily lessons in reading, arithmetic, and language. Each of the Distar programs has three levels. When the children complete all three levels (at the end of the second or while in the third grade, depending upon when they began instruction and the rate at which they were able to proceed through the programs) they are transitioned into other programs and series used in Flint Schools. (2) Teaching Strategies: The tasks in the reading, language, and arithmetic components are presented in a rapid manner by the teacher, and the students make many oral responses in every lesson. (3) Classroom Organization and Scheduling: Each kindergarten, first, second, and third grade is staffed with one certified teacher and at least one teacher aide. The three subject components are taught in small groups. Distar lessons are taught in the morning; each group spends 30 minutes in each subject area. In the afternoon the teachers present other subjects such as music, social studies, science, art, physical education. (4) Staff Development: Each year an assessment of staff and their needs is made upon the completion of placement. Preservice workshops, weekly inservice, pre- and posttesting, videotaping, classroom management classes, and pupil assessment. (5) Support Services: Health -- One full-time registered nurse and one health aide implement a program of comprehensive health services. Nutrition, Social Services, Psychological Services, Volunteers. (6) Parental Involvement: Flint operates a parent-implemented program with policies and procedures cooperatively developed by the Parent Advisory Council (PAC) and the LEA. The PAC duties include writing the proposal, program monitoring, recommending and approving paraprofessional personnel for employment, and monthly meetings for continuous feedback of the project.

assurances/claims

Evaluation data show that participants in the Flint Follow Through Program who participate in the direct instruction program from K-3 will perform at or near the norm-on Standardized Achievement Tests.

implementation requirements

The decision to adopt the model should be jointly shared by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member should be designated to act as the contact between the trainer and the school after training is completed. It is helpful if the principal will agree to act as program monitor during the first two years of implementation. Program implementation requires at least three years. The Project is placed in kindergarten during the first year of implementation and can be adopted in the first grade the second year, in second grade the third year, and third grade the fourth year.

financial requirements

The costs of replicating the program are basically those of additional staff, staff training, materials and equipment, and allowance for travel. After the initial start-up, the maintenance requires the ongoing increase in the current operating expenses of the school district. Regular educational materials and supplies are provided by the local school district.

services available

A Follow Through Demonstration Site.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site or at adopter's site. Project staff may be able to attend out-of-state conferences. Adopter must share travel expense of trainer as well as covering own costs. On-site monitoring will be provided to workshop participants as requested.

contact Marian Williams, Flint Board of Education, 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-122 Approved: 8/17/77

Compiled Winter 1977

PROJECT THE GLASSBORO RIGHT-TO-READ PROJECT

descriptors Educational Assessment
Diagnostic Teaching
Staff Improvement

target audience All students, pre-K through grade 6. Complete program in reading instruction.

description *An individualized diagnostic/prescriptive reading program based on a district assessment of staff and community needs.*

An essential element of the Right-to-Read program is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and community, including parental interest in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and community support was drawn up and put into operation. Both assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members and parents.

Upon entering the program, each child receives a battery of teacher-administered diagnostic reading tests. Teachers use the test results to ascertain each child's instructional reading level, according to an array of reading skills for grades K-6. Teachers then write individual instructional sequences for each child, which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his or her developmental level. The array of reading skills used comes from commercially available sources. Districts interested in replicating the program may write their own skill array or use one or more that are available commercially.

Staff members inaugurate this program and carry it out on the strength of a staff development program directed by the Right-to-Read Coordinator. Among the topics covered are the development of instructional materials and classroom management procedures, which complement the individualization of reading instruction. As a result of community interest in the program, an organization of parent volunteers has been formed whose members serve as classroom aides and reading tutors.

assurances/claims For the 1972-73 school year, the Classroom Reading Inventory, published by William Brown Company of Dubuque, Iowa was used. The testing yielded the primary finding that, between the pretest in September 1972 and the posttest in April 1973, there was an average gain of 2.14 years among children of all reading levels.

implementation requirements Commitment to the project's replication includes participation in a two-part, four-day training program in the essential elements of the Glassboro Right-to-Read project. Part I is a two-day workshop on "Developing a Plan for the Right-to-Read Program," following which the consumer district conducts a local needs assessment and develops a work plan. Sessions are conducted for the Local Unit Task Force and/or R_2R directors and teaching staff. In order to be eligible for the second part of the training program a consumer district must submit the work plan to the Glassboro project staff. Part II is a two-day workshop on program implementation.

financial requirements The major cost consideration is training of teachers who will carry out the diagnostic/prescriptive activities which are the heart of the program. Glassboro estimates a need for 20 hours of inservice training in diagnosing and prescribing in elementary reading, as well as classroom management and instructional record keeping. After implementation, there is a need for about one hour per week of inservice training and planning.

services available An NDN-funded Developer/Demonstrator project.

A visitation program is available. The staff has prepared three manuals for educators which are available at cost: a guide to Program Planning Procedure; a guide to Program Implementation; a guide to Parent/Community Involvement. An awareness filmstrip is also available. Training and follow-up consultation are available to educators in other states whose districts make a commitment to replicate the project's essential elements. These commitments are specified in a Producer-Consumer Agreement for states other than New Jersey. In states other than New Jersey cost arrangements may be shared between the consumer district and the project staff.

contact Rosemary Howell, Project Specialist; Carpenter St. & Bowe Blvd.; Glassboro, NJ 08038.
(609) 881-6366.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-93 Approved: 9/18/74

PROJECT HIGHER HORIZONS 100

descriptors Cooperative Planning
Language Development
Academic Aspiration

target audience Seventh, eighth, ninth, and tenth grade students with reading retardation problems. Coordinated effort in language arts development in all content areas.

description *A program for students with reading retardation problems, grades 7-10.*

The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year, and thereby regain lost ground. Other goals are improvement of speech, mathematics, science, and social studies, as well as helping students adjust to high school behavior patterns, expanding background of experience, and improving self-concept. After completing one year in the program, students are evaluated and may return to the regular school program. Enrollees are within normal range of intelligence and without serious emotional problems but have 1-4 years of reading retardation. The speech of many is affected by a second language or dialect. Students are counseled frequently by the Higher Horizons counselor and instructors. The counselor-student ratio is one counselor to 100 students. Collaboration between instructors in the various subjects makes it possible for weaknesses in language arts and other classes to be remedied.

assurances/claims Pre-posttesting (September and May), using Metropolitan Achievement Test (MAT) for grades 7-9, and CTBS for grade 10. Also use a Pupil Self-Rating Scale. Attendance higher for students in program over regular students based on a variable school average. Average reading gain for program has been 1.5 years per group. Evaluation is conducted by Central Administration.

implementation requirements The Higher Horizons concept employs teachers in the core subject areas of reading, English, language arts, math, science, and social studies. This cluster of basic-skills developers functions as a school-within-a-school, making its own determinations about grouping, curriculum development, cultural enrichment, and career awareness. Ongoing inservice meetings and summer workshops allow for staff development and interdisciplinary coordination.

financial requirements Approximately $250 per pupil over and above the cost of students in regular school program.

services available No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid). (Alternative Contact: Robert Nearine, Title I Director; Hartford Board of Education; 249 High St.; Hartford, CT 06103. (203) 566-6534.)

contact John Di Benedetto, Resource Coordinator; Higher Horizons 100; Hartford Public High School; 55 Forest St.; Hartford, CT 06105. (203) 278-5920.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-26 Approved: 4/29/74

Compiled Winter 1977

PROJECT HIT: High Intensity Tutoring

descriptors

Cross Age Teaching
Remedial Instruction
Motivation Techniques

target audience

Grades 6-8. Teachers recruit tutors from grades 7 and 8 to work with sixth grade tutees. Teachers assign tutor-tutee pairs so that the tutor is approximately two years ahead of a tutee in reading and math skills.

description

An individualized instruction program for sixth, seventh, and eighth grade students identified as deficient in basic grade-level reading and/or mathematics skills.

The High Intensity Tutoring (HIT) Centers provide an individualized instruction program designed (in the reading center) to develop vocabulary and comprehension skills and (in the math center) to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth, seventh, and eighth grade students identified as deficient in reading and/or mathematics, are selected for HIT participation on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques developed primarily from principles of programmed instruction. "Tutors" from grades 7 and 8 assist sixth grade "tutees" in developing grade-level skills and reinforce correct performance. This interaction also helps the "tutors" up-grade their own skills.

Tutees in the program during sixth grade are given priority selection as tutors in seventh and eighth grade when skill deficiencies in those tutees still exist. This highlights the importance of reciprocity in the teaching-learning relationship, despite the small differences in ability between tutors and tutees. The two basic HIT Center components are the instructional system and the motivational system. The primary features of the instructional program are: (1) daily calculation of the percentage of correct responses for each tutee and (2) use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a "bank book" and are redeemed for tangible rewards. Tutors receive points and rewards on the basis of attendance.

(This project has been described in a Project Information Package.)

assurances/claims

Evaluation data show that gains in math and reading exceeded expected gains for nonparticipants, and moved participants closer to national norm. Gains ranged from 1.2 to 3.7 months per each month in the program for both tutees and tutors on the WRAT (Wide Range Achievement Test).

implementation requirements

Staffing: Each center is staffed by one certified teacher and two paraprofessionals. Two of the best-respected teachers already in each school are chosen by the principal and project director. Aides should be high-potential people because they do work similar to that of teachers. Tutors must be two grade-equivalent years ahead of tutees. Facilities/Installation: Center classrooms should be located near where students attend regular classes. Approximately 10 pairs of student desks are needed. The room should have areas for display materials. Bookcases, material shelves, teacher's desk, and file cabinets are needed.

financial requirements

Yearly operating budget for a reading center is approximately $26,000, or $200 per pupil considering tutees only. If tutors are also considered (they benefit from program), per pupil costs are cut approximately in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil for tutees. Operational costs are approximately 85% personnel-related. Start-up costs are approximately $5,000 per center.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (October 15 through May 1). Training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Mable Kenyon, Director; School Board of Highland Park; 20 Bartlett; Highland Park,
MI 48023. (313) 956-0160.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-9 Approved: 1/8/74

Compiled Winter 1977

PROJECT

HOSTS: Help One Student To Succeed

descriptors

Reading
Diagnostic Teaching
Community Involvement

target audience

Students, kindergarten through high school, who are in need of remedial reading instruction.

description

A diagnostic/prescriptive/tutorial approach to basic reading skills.

The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS Cross Referencing Manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

assurances/claims

Program evaluation consists of normative (Gates-MacGinitie, CTBS) and criterion-referenced tests. Student-achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-76.)

implementation requirements

Selection of school districts desiring HOSTS will be based on the following criteria: (1) needs assessment, (2) district's resources (commitment), (3) evaluation plan, (4) willingness to serve as a model for others. Districts that are potential adopters will be asked to send key personnel to visit the developer project. Upon completion of the visitation period, those districts that remain interested may apply to become HOSTS sites.

financial requirements

HOSTS has a start-up cost ranging from $30 to $115 per pupil and a continuation cost ranging from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2,000 target pupils.)

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available free. Instructional materials have been correlated to a skill continuum. HOSTS Cross Referencing Manuals, ranging from readiness through junior high, are available at $125 per set. A tutor training manual is $10 per copy. Visitors welcome. Project staff available for out-of-state awareness conferences (costs to be arranged). The HOSTS Corporation provides training experiences at project or adopter site for certified and non-certified staff (five days). Expenses must be partially subsidized.

contact

Bill Gibbons, Exec. Director; HOSTS Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661. (206) 694-1705, 693-1775.

Developmental Funding: USOE ESEA Titles I and III USOE JDRP No. 75-6 Approved: 1/15/74

Compiled Winter 1977

PROJECT IMPROVEMENT OF BASIC READING SKILLS

descriptors

Remedial Reading
Diagnostic Teaching
Parent Participation

target audience

Pupils in grades 1-8 with an I.Q. of 80 or above who are reading six months or more below grade level. Selection of these pupils is based on standardized test results (below 50th percentile), diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

description

Reading centers providing an individualized approach to remedial reading for educationally deprived children.

Reading centers established in participating schools are staffed by a reading teacher and an aide who work with 10-12 children per period every day for the regular school term. Diagnostic tests are administered to determine specific needs of the children. A "Need Sheet" is prepared for each child providing a written prescription to help master basic reading skills and reinforce classroom learning. A "Weekly Plan" sheet is maintained for each class listing plans for each child. Teacher aides and parents are assigned to work with children needing additional help over and above help received in the classroom and reading center. Parent participation, through volunteer work and workshops, is a very significant aspect of the project. Individualized attention shows the pupil that he/she is important and can excel in some way, reinforcing the primary goal of the project: to meet individual needs of each student and help him/her achieve his/her potential.

Materials used include the Hoffman Reading Program supplemented by numerous other commercially-available and teacher-made materials.

(This project has been described in a Project Information Package.)

assurances/claims

Evaluation by Gates-MacGinitie Reading Test. Data compiled annually following Alabama/US Title I guidelines. The weighted mean NCE Gain in grades 1-7 for 1976-77 was 13.1 for nine months. Also, participating pupils have made improvement in subject area grades, school attendance, attitudes, and health habits.

implementation requirements

At least one well-equipped available space per school for a reading center, with one teacher and aide per center. Training sessions are available. Detailed information upon request. A Project Information Package has been developed on this project and will be available for examination and for sale to adopters. The PIP materials include orientation materials, management calendar, management directory, teacher's manual, staff development manual, and evaluator's manual.

financial requirements

In the original site, a total of $331.77 per pupil, including administrative and instructional personnel, materials and equipment, and continuing inservice training. This figure is a continuing cost based on 467 students. Specific start-up costs are available upon request.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free of charge upon request. Visitors are welcome by appointment. Training may be conducted at the project site or when necessary and feasible, at the adopter site. Project staff will be able to attend out-of-state conferences and awareness sessions.

contact

Edward M. Dodd; Improvement of Basic Reading Skills; Sylacauga City Schools; P.O. Drawer B; Sylacauga, AL 35150. (205) 245-5345 or 249-0393.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-109 Approved: 10/18/74

Compiled Winter 1977

PROJECT IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

descriptors

Reading
Basic Skills
Diagnostic Teaching

target audience

Students reading two or more years below grade level with low or failing grades in English classes; grades 10-12. Can be adapted to grades 7-9.

description

A personalized and concentrated reading improvement program for secondary students.

This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult-student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each individual's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records are kept of areas of weakness and patterns of improvement. The importance of personal interest and positive reinforcement on the part of the adult aide cannot be over-emphasized. Reading instruction develops within the context of the total language arts curriculum. Project teacher plus team of eight aides supplement regular teacher's instruction.

assurances/claims

Project evaluation was based on successful accomplishment of stated behavioral objectives; pre- and posttesting. The Gates-MacGinitie Reading Test was used; grade equivalent scores were reduced to average monthly gains. A high percentage (85%) of participating rural, low-to-middle-income students measured an average monthly gain of 1.1 months or more per month.

implementation requirements

All instructional, management materials used are commercially available. No particular products or systems are stressed. An eclectic approach is used to prescribe materials as needed.

financial requirements

Start-up costs will run $200-$225 per student (based on 180 students at 1975 prices). This includes the cost of hiring one project teacher and eight adult aides, as well as of materials, equipment, and inservice. These per-student yearly costs will remain relatively consistent allowing for inflationary increases.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-110 Approved: 2/25/75

Compiled Winter 1977

PROJECT INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

descriptors

Writing
Basic Skills
Performance Based Education

target audience

All ability levels, grades 1-12, Language Arts, English, content-area classes; college basic skills programs; Adult Education programs; Special Education programs; independent or supplementary programs in written composition.

description

A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition, grades 1-12.

At least three times a year, the teacher evaluates writing samples composed on self-selected topics by each student. Utilizing criteria common to nearly all language arts programs, he/she then is able to assign priorities to the needs of the class as a whole, of groups of students, and of individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of prescriptive writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record-keeping system permits the student, as well as teachers, administrators, and parents, to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with pre-existing language arts curricula and objectives.

assurances/claims

Since 1970-71, evaluations at D/D site, in five consumer districts (urban, suburban, rural) in New Jersey, and one (suburban) in New York have consistently shown superior gains for project students (grades 1-7) in vocabulary, organization, grammatical correctness, spelling, punctuation, and sentence structure. (Data available.)

implementation requirements

(1) District must have a definite commitment to improving basic writing skills of all students. (2) District must be prepared to send initial cadre of teachers/administrators for two-day training in New Jersey (or elsewhere by arrangement), and to purchase copies of Teacher's Resource Manual and Management Manual (for administrators). (3) District must assume responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. (4) District must report twice yearly to project (directly or through State Facilitator) on extent and quality of implementation.

financial requirements

(1) District must assume (or share with State Facilitator or NDN) the costs of releasing teachers and administrators for training workshops. (2) District must assume (or share with State Facilitator or NDN) per diem, travel, and lodging costs for project staff if training or awareness presentation is given outside of New Jersey. (3) District must purchase Teacher's Resource Manuals ($10/copy) and Management Manuals (estimated $2/copy).

services available

An NDN-funded Developer/Demonstrator project.

Awareness presentations in New Jersey (elsewhere by arrangement). Awareness materials: filmstrip, $15; prospectus, $1; brochures free. Visitors welcome by appointment (10/15-5/15). Two-day training in New Jersey (elsewhere by arrangement). Follow-up consultations on-site in New Jersey (elsewhere by appointment) during first three years; consultative assistance thereafter regarding extensions of program within district. Assistance to consumer districts in supplying prototype evaluation designs and monitoring evaluations of student performance in writing.

contact

Jeanette Alder, Project Director; Roosevelt School; Louisa Pl.; Weehawken, NJ 07087.
(201) 865-1934 (-2274).

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-55 Approved: 5/23/74

Compiled Winter 1977

PROJECT

PROJECT INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

descriptors

Spelling Instruction
Word Study Skills
Teaching Methods

target audience

Kindergarten through grade 3; low achiever in grade 4.

description

A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

Project INSTRUCT correlates reading, spelling, and handwriting programs, and monitors each child individually until advanced, complex levels of decoding are mastered. Instruction is individualized through short-term, teacher-directed, small-group interactions designed to focus on student skill needs. Instructional cycle includes pretesting, grouping students according to like skill needs, providing instruction, and posttesting to assess mastery. INSTRUCT tailors its program to meet needs of local adopting schools by offering a variety of program options. Any INSTRUCT option or combination of options can be adopted. The options include:

Spelling Program: The INSTRUCT spelling option is a process for developing a spelling program based on the reading program used by the adopting school. The process correlates spelling and reading at the pre-primer through second-grade readability levels. The program features: (1) teaching students to spell high-frequency vocabulary words as they are introduced in the reading program, to provide commonality of content; (2) teaching students to spell phonetically regular words based on the high-utility phonic generalizations as they are introduced in the reading program; and (3) providing materials to reinforce reading and spelling skills.

Word-Attack System: INSTRUCT offers a system for monitoring decoding skills that extends from readiness to advanced levels of decoding skills. The elements of the word-attack system are: (1) skills array, (2) pre and post criterion-referenced tests, (3) record-keeping devices, (4) instructional supports, such as games, take-homes, parent-volunteer program, coded commercial materials, etc.

Direct-Teaching Techniques: INSTRUCT trains teachers in techniques to be used in teaching reading and spelling. The techniques promote: (1) teacher mastery of a concise way of teaching vocabulary words to mastery by using the sight, phonic, word structure, and contextual methods; (2) classroom-management skills to increase teacher efficiency in planning and delivering instruction; and (3) techniques to enhance student self-concepts through positive reinforcement, and student practices designed to insure student success.

assurances/claims

Evaluation of student performance, as measured by the subtests of reading on the Metropolitan Achievement Tests (1973) and the spelling subtest of the Wide Range Achievement Test (1975), showed that students in Project INSTRUCT schools scored significantly higher in reading and spelling than control groups of students in non-Project INSTRUCT schools.

implementation requirements

INSTRUCT adoption includes completion of Local Adoption Plan (LAP), purchase of INSTRUCT materials related to option selected for adoption, and attendance by administrator and teachers (who will be implementors) at INSTRUCT training session. Length of training differs according to option to be implemented. A two-day training session is provided for schools wishing to implement spelling option, two days for word-attack system, three days for direct-teaching techniques. For schools wishing to adopt a combination of spelling option, word-attack system, and some of the direct-teaching techniques, a five-day training session is held.

financial requirements

Cost of adoption of INSTRUCT varies with the option adopted. For example, adoption costs for the spelling and direct-teaching techniques average less than $2 per learner. Adoption costs for the word-attack system are less than $5 per learner (exclusive of training) and renewal costs are less than $2 at the current printing rate. Trainer costs ($100-$150 per day plus transportation and lodging costs) need to be met by the adopting school.

services available

An NDN-funded Developer/Demonstrator project.

Information regarding awareness sessions, inservice training, and on-site services may be obtained by contacting Mary Lou Merdan, 301 Eastridge Dr., Lincoln, NE 68510. Information regarding materials purchases and awareness materials describing the project may be obtained by contacting Glenn Clarkson, NE/IO State Facilitator Project, 2407 Chandler Road, Bellevue, NE 68005. Training sessions are held at both on-site and off-site locations (costs to be arranged). On-site visitations to INSTRUCT schools are currently limited to those who have agreed to adopt one of the INSTRUCT options.

contact

Mary Lou Merdan; 301 Eastridge Dr.; Lincoln, NE 68510. (402) 489-3787.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 75-37 Approved: 5/14/75

Compiled Winter 1977

PROJECT INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

descriptors

Reading
Teacher Education
Continuous Progress Plan

target audience

Elementary school teachers serving children in kindergarten through eighth year of elementary school.

description

A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. From each participating school, one teacher serves as a reading resource teacher. IRIP provides this teacher with 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing includes a citywide coordinator, a district coordinator, school reading resource teachers, and classroom teachers.

Currently, 21 teacher-training units, written especially for IRIP, are used for the 60-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. The units are: Self-Assessment, Test Data Interpretation, Continuous Progress-Mastery Learning Program, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audiovisual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

An Inventory of Teacher Knowledge of Reading was administered to participating teachers. Student performance was measured by pre and post administration of a norm-referenced test. The project was validated over a four-year period in 207 sites with approximately 7,000 teachers and 250,000 learners.

implementation requirements

IRIP can be implemented in schools of any size having any organizational pattern (K-8, K-3, K-4, 6-8, 7-8) or any instructional philosophy (graded/nongraded/individually guided). Involvement of total staff (administrative, teaching, paraprofessional) is recommended; however, IRIP can be implemented in phases (primary/intermediate/upper teachers).

financial requirements

Cost is dependent on (1) the number of reading resource teachers who are freed from classroom responsibilities to conduct inservice training, and (2) the type of reproduction used for teacher-training units.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training strategies can be discussed with appropriate staff on site by appointment; no training is conducted out-of-state. Project staff cannot attend out-of-state conferences.

contact

B. Barton Gallegos, Coordinator; Department of Curriculum, Chicago Board of Education; Room 822; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4068.

Developmental Funding: Chicago Board of Education USOE JDRP No. 74-27 Approved: 4/29/74

Compiled Winter 1977

PROJECT IRIT: Intensive Reading Instructional Terms

descriptors

Individualized Instruction
Diagnostic Teaching
Team Teaching

target audience

Pupils in grades 3-4 who are deficient in the basic skills of reading and language. Pupils receive this intensive instruction three hours daily for one 10-week cycle. IRIT was originally approved by JDPR as a grade 3-4 program. However, the program has been used with grades 5-6 with excellent success.

description

A laboratory project for third- and fourth-grade students with difficulty in reading.

IRIT features a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are high-intensity and team teaching directed toward reading disabilities. Forty-five students per team of teachers are selected for each of the three 10-week cycles. The teachers have classes of approximately 15 pupils each and all pupils see each teacher daily. The program design includes three areas of concentration: (1) decoding, (2) individualized reading, and (3) vocabulary and comprehension. Students move from one area to the next at approximately one-hour intervals and spend the entire morning in these language arts areas. Pupils return to their sending schools in the afternoon for instruction in other basic subjects. A balanced approach to reading is provided through the three areas of instruction. The instructional design provides this content: (1) the individualized reading area provides a wide variety of reading materials and offers assignments to enrich the student's background, promote written and oral language skills, and instill pleasure in reading; (2) the vocabulary and comprehension area puts emphasis on the various sub-skills of comprehension (meaningful experiences are provided in order to promote concept development); (3) decoding, the core subject, uses an individualized approach to assist the student in his/her ability to attack new words. The specific skills-needs in phonics are taught so as to develop independent methods of word analysis. The three areas are coordinated and reinforce and supplement each other, providing a balanced reading program.

The IRIT teachers work with students for the entire morning and then spend the afternoons: (1) preparing the individualized lessons, collaborating on the skills of each student, and updating the records for each of the 45 students; (2) developing new instructions materials based on student needs; (3) meeting with teachers and parents from the sending schools; (4) participating in professional development and training sessions; and (5) providing inservice sessions for other classroom teachers. This program design prepares teachers who are very skilled in reading instruction. In addition, each IRIT Center has a team leader who is a certified reading specialist.

(This project has been described in a Project Information Package.)

assurances/claims

The California Achievement Test (pre- and posttest) and the Botel Phonics Inventory are some of the tests used for evaluation. These tests are administered at the beginning and at the end of each cycle. Mean total reading scores for 1974-75 were raised from 2.6 to 3.7, a gain of one year and one month in 10 weeks. Additional test results from other years are available.

implementation requirements

One reading specialist, the team leader, and two other teachers who have strengths in the teaching of reading. One IRIT Center requires three separate classrooms and office space for a part-time secretary and a part-time project director. Staff will need training in diagnosis and in the evaluation of test results. A school system might want to begin with one center, but a project director can easily supervise an additional center.

financial requirements

Budget for one IRIT team is $59,072, serving 135 pupils in one year (approximately $400 per pupil). Start-up costs average an additional $25-$50 per pupil, depending on the specific equipment ordered.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted on-site and out-of-state at no cost to the adopter, paid for by the Dissemination/Diffusion Grant. Project staff is available on a limited basis to assist with training at the adopter site, also at no cost.

contact

M. Beatrice Wood, Coordinator of Reading and Communication Arts; 249 High St.,
Hartford, CT 06103. (203) 566-6036.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-11   Approved: 2/20/74

Compiled Winter 1977

PROJECT KANSAS CITY BEHAVIOR ANALYSIS (BA) FOLLOW THROUGH PROJECT #1: RESOURCE CENTER

descriptors

Motivation Techniques
Programed Instruction
Individualized Instruction

target audience

Low-income inner-city children K-3 and their parents.

description

An individualized, motivational K-3 basic skills program.

The Behavior Analysis Follow Through approach is a complete educational program. Team teaching, individualized instruction, and continuous academic assessment are combined in a structured classroom environment to insure children's progress in reading, arithmetic, spelling, and handwriting. Kindergarten through second-grade classrooms are staffed with a lead teacher and two aides; third-grade classrooms have a lead teacher and one aide. In most cases, parents of Follow Through children fill the teacher's aide positions. Parents are also encouraged to participate in local college career development programs.

A token reinforcement system is used to motivate kindergarten and first-grade students to work up to their maximum achievement levels. The school day is divided into "earn" and "spend" periods. During earns, or instructional periods, the children are given tokens for attention to and improvement of their work. Later in the day, the children spend the tokens by selecting one of a number of teacher-prepared activities.

Second- and third-grade students make daily work contracts with their teachers. By the terms of the contracts, each child agrees to complete assignments in all subject areas in return for a period of free time to engage in a self-selected activity.

Inservice training in Behavior Analysis teaching techniques is provided for all teachers and aides. These techniques include assessing each child's entry skill levels, modeling the desired response, and providing feedback for academic skill progress and success. Teaching and training criteria are evaluated by direct observations. Behavior Analysis Certification is awarded upon satisfactory teaching-criteria completion. Emphasis is placed on continuous evaluation of program effectiveness.

Both parents and children are provided with comprehensive health services.

assurances/claims

Standardized test scores indicate that Kansas City BA Follow Through children in grades K-3 score, on the average, at or above grade level in reading, math, and spelling. Evaluation data indicate that BA Follow Through children exhibit a higher level of self-esteem.

implementation requirements

Program may be adopted by any school, regardless of population served. Implementation will be jointly shared by administration, Follow Through staff, Follow Through teachers, and parents. Administration, teachers, and parents will be involved in the training program. The school principal will act as a program monitor for the center.

financial requirements

The costs of replicating the program are basically those of staffing, staff training, and follow-up monitoring.

services available

A Follow Through Demonstration Site.

Awareness materials are available at no charge. Visitors are welcome by appointment. (Contact: Mattie G. Story, see below. Site location: Wendell Phillips School, 1619 E. 24th Terr., Kansas City, MO 64108). Project staff are available to attend out-of-state awareness meetings (costs to be arranged). Training is available at project site or adopter site (costs to be arranged).

contact

Mattie G. Story, Project Director; 1600 E. Linwood Blvd.; Kansas City, MO 64109.
(816) 923-2290.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-130 Approved: 8/22/77

Compiled Winter 1977

PROJECT LEARNING TO READ BY READING

descriptors

Remedial Reading
Individualized Instruction
Educational Disadvantagement

target audience

Students from upper-elementary through adult levels with potential for reading and/or reading improvement. Reading With Symbols portion especially useful for students reading below 3.0 Grade Placement Level (GPL). Materials range from non-reader through tenth-grade reading level. Preponderance of adoptions have been in junior high and high school remedial reading classes.

description

A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials.

A multimedia system for teaching reading, especially applicable to students reading below grade level, including non-readers. Reading With Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates 'read-along' materials (radio plays, short stories, and captioned filmstrips), to be used either in conjunction with upper-level Reading With Symbols materials or singly for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook as a guide to small-group instruction. Students learn symbol-sound relationships in less than one week. From that point on, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), a reading of the identical stories in the uncued version should be carried out. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics, as well as furnishing an opportunity for assessment of reading progress. Read-along materials (24 half-hour short-story segments and nine one-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided as part of the teacher training program.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

On Gates-McGinitie test, best project group made gain of 2.2 years in 12 weeks (one-half day school). Some students at 4.0 made four or five grades' gain using read-alongs exclusively. Clinton High School (Iowa) reports 2.3 years' average gain in seven months with remedial classes. Rock Springs, WY: success with students diagnosed as incapable of learning to read.

implementation requirements

Adopting schools should plan for at least one long day or two short days of training. Aides of some sort should be provided. Normal classroom facilities are sufficient, but listening stations equipped with cassette recorders and head sets must be available for read-along phase. Adopters may use only Reading With Symbols, only read-alongs, or both. Program is applicable to remedial groups within a conventional classroom or to specially-equipped remedial classes. Single-student tutoring is a viable possibility.

financial requirements

Beginning-level set of eight Reading With Symbols (R/W/S) readers and teacher's additional R/W/S readers, $80; set of two uncued readers, $20; flashcards, $5; set of 34 rubber symbols stamps, $50; read-along radio plays (9 available) on cassette with script, $10 each; read-along short stories on cassette with script, $7.50 each. Starter set of materials for class of 15 is $497.50, or $33.20 per student.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Personnel are available for awareness and training sessions (expenses must be paid by requesting agency). On-site visitations (by appointment) and/or training at the project site are available.

contact

Philip K. Glossa, Dir.; 18 Banner Dr.; Sonora, CA 95370 (209) 532-3556.
Orval S. Hillman, Dir.; Reading Learning Ctr.; P.O. Box 497; Jamestown, CA 95327.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-37 Approved: 4/29/74

Compiled Winter 1977

PROJECT LE FLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER

descriptors

Basic Skills
Student Projects
Parent Participation

target audience

School administrators, teacher trainers, paraprofessionals, and teachers of grades K-3. Intended beneficiaries are children and their parents. Data from teacher and parent interviews, implementation studies, and child-outcome measures suggest that the framework can be successful in many teaching situations.

description

A program, based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey, which blends open-ended child-initiated activities with teacher-structured lessons.

The Le Flore County Follow Through Program employs the High/Scope cognitively-oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan.

Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, representing what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety.

Recognizing that parental commitment to children's education is a major factor in a child's school success, the Le Flore County Follow Through Project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and use school facilities for group meetings and workshops. Through these efforts parents have contributed their knowledge, skills, and resources to the school's educational goals, and at the same time have extended their formal school training.

assurances/claims

Data collected to date show the following results: (1) program children use written language more effectively to communicate their own experiences, ideas, and feelings than do comparison children; (2) program children perform as well as or better than comparison children on various tests of academic achievement; (3) program children assume greater responsibility for the content and organization of their own activities within the classroom than do comparison children.

implementation requirements

High/Scope Foundation's experience implementing programs in a large number of settings, both in the U.S. and abroad, indicates that the program can be successfully implemented provided the following conditions are met: (1) voluntary participation of teachers in the program; (2) low staff turnover; (3) active program support from building and district administrators; (4) presence of a full-time staff trainer/curriculum supervisor; (5) provision for adequate staff training; and (6) a paraprofessional aide for each classroom.

financial requirements

The costs of replicating the program are those of staff training, periodic consultant visits, paraprofessional aides, and supplemental classroom supplies. The cost is approximately $100 per child per year for a two-year implementation program.

services available

A Follow Through Demonstration Site.

Awareness materials are available from and visitors are welcome by appointment at the Le Flore County (Mississippi) Follow Through Resource Center. Resource Center staff may be able to attend out-of-state conferences (costs to be negotiated). More complete training and implementation services are available from High/Scope Educational Research Foundation, 600 N. River, Ypsilanti, MI 48197. (313) 485-2000.

contact

Amanda Elzy or John C. Thach; Educational Service Building; Hi-way 82 West; Greenwood, MS 38930. (601) 453-4819 or 455-4107.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-123   Approved: 8/18/77

Compiled Winter 1977

PROJECT MATH LABORATORIES FOR DISADVANTAGED STUDENTS

descriptors

Basic Skills
Underachievers
Learning Laboratories

target audience

The project served students grades 5-8 scoring below the fortieth percentile on the math subtest of the Stanford Achievement Test. Special students were excluded.

description

A laboratory approach to teaching basic mathematical skills to underachievers.

Two mathematics laboratories were established in the project. Each laboratory teacher had five classes of 25 students each. The students were participants in the regular curriculum. Each teacher was assisted by one aide. The laboratories were regular classrooms that had been painted attractively and equipped with a calculator, a cassette tape recorder, commercial mathematics kits, and tables and chairs. Each student spent one hour per day, five days per week, in the math lab. The curriculum was designed for individualized studies. The lab utilized five techniques: math lab activities, games and puzzles, drill and practice, individual instruction, and small-group instruction. Each student had a specific schedule which he/she followed. The following points cover the methodology employed in the laboratories: (1) each student progresses at his/her own rate; (2) there is always a variety of activities available in each laboratory; (3) many suitable materials are purchased and developed and are readily available for student use; (4) much individual attention is given to each student; (5) math concepts are developed by manipulation of objects; (6) the math lab activities are success-oriented and failure is kept at a minimum; (7) teachers study the habits of students in order to properly motivate pupils; (8) planning time for the teacher and aide is provided and considered vital; (9) inservice training plays a vital role; and (10) the project consultant works in the classroom with teachers and aides.

assurances/claims

Students in grades 7-8 gained a mean 1.31 years, exceeding the expected gain by more than five months. For pupils in grades 5-6, the mean achievement was 1.88 years, exceeding the goal by more than one year. Gains in attendance were also statistically significant. The achievement data of the treatment group were statistically compared to the achievement data of a control group.

implementation requirements

Two weeks of preservice training and curriculum-materials development prior to the beginning of the school year constitute a necessary part of the project. Monthly inservice activities are also necessary for purposes of coordination, and the development and revision of the instructional materials and math games. One teacher and one aide are required for each 125 students in five classes of 25 students each. Two days of training are required -- one in addition to the Awareness Conference. One set of materials at $10 per set should be purchased for each teacher.

financial requirements

The start-up cost is approximately $60 per pupil based on 250 participants. This includes teacher aides' salaries, all equipment and supplies, and inservice expenses. Continuation cost is approximately $14 per pupil, which includes teacher aides' salaries, inservice expenses, replacement of consumable supplies, and the purchase of new items as needed.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

David Johnson, Assistant Superintendent; Anderson County School District Two; Box R;
Honea Path, SC 29654. (803) 369-7364.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 76-88 Approved: 7/13/76

Compiled Winter 1977

PROJECT MATTESON FOUR-DIMENSIONAL READING PROGRAM

descriptors

Reading
Performance Based Education
Individualized Instruction

target audience

Students of all abilities, grades 4-8. Comprehensive Reading Skill Development Program.

description

A multi-text individualized skills-developmental reading program for grades 4-8.

The goal of the program is that each student reaches a level in the reading-skills sequence commensurate with his/her reading expectancy level. The four dimensions are: (1) developing basic skills that students need in order to read critically, purposefully, and appreciatively; (2) teaching students to use reading as a tool for learning; (3) fostering an appreciation of literature; and (4) developing permanent interests in reading for enjoyment. Students progress through a series of individualized learning packages covering 108 behavioral objectives omitting the skills they have already mastered. Activities noted on the learning packages direct the student to selections in various reading texts appropriate to his/her independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's Taxonomy. Criterion-referenced tests provide teacher and student with specific knowledge of the skills that the student has learned as well as of the skills appropriate for instruction. Criterion-referenced tests consist of: entry-level test, pretest, posttests, and sub-skills tests for all 108 objectives. A management system, consisting of class record sheets and individual pupil-progress charts, shows the student's growth in reading.

This skills-development portion of the program is expected to take from 40-60% of the total reading time. The remainder of the time is devoted to application of skills through techniques of sustained silent reading, oral reading, and discussion groups.

Adopters are trained in the use of cloze procedure, readability formulas, application of behavioral objectives, writing learning packages, diagnosis and placement of students, and program operation.

assurances/claims

After three years in the program 80% of project group met or exceeded their reading expectancy level, while only 41% in control group met this criterion. The program group exceeded the control group by .63 on the Stanford Reading Achievement Test. Attitude toward reading significantly higher in program group, based on project-developed test.

implementation requirements

Most likely adoption is building unit; can be implemented in single classroom. No additional staffing is required. One or two staff from adopter district can be trained in two days; these, in turn, will train teachers of adopter. Project-developed set of Learning Cards and Mastery Tests are required materials along with one to three copies each of about 60 basal readers. These materials will accommodate a minimum of one classroom or a maximum of 12, depending on school organization. A small shelving unit for the texts and file containers for learning cards and tests are needed.

financial requirements

A set of project-developed and commercial reading texts costs approximately $800 and will accommodate up to 150 students depending upon school organization. Annual maintenance is minimal, requiring only replacement of worn books. Project materials cost $35 for set of Learning Packages, $15 for set of Mastery Tests, and $3 for Guide. One set of record sheets, placement test, and other materials for duplication are provided free with purchase of above.

services available

Illinois Diffusion Network Funds available for schools in State of Illinois. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors welcome by appointment. Awareness and training sessions are available on- or off-site by arrangement. Costs are $100 per day plus expenses for off-site awareness or training. Materials are for sale through project.

contact

Allan Dornseif or Marty Carr; Matteson School District 162; 21244 Illinois St.; Matteson, IL 60443. (312) 748-0100.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 77-109 Approved: 2/25/77

Compiled Winter 1977

PROJECT

NEW ADVENTURE: Success Strategies for Reading and Language
[formerly New Adventure In Learning (NAIL)]

descriptors

Basic Skills
Individualized Instruction
Staff Improvement

target audience

Students of all abilities (K-6) and elementary school faculties.

description

Comprehensive early childhood language arts and classroom discipline.

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such newly developed approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: (1) ongoing teacher diagnosis of reading, language, and thinking skills; (2) special remediation of severe language deficits; (3) efficient classroom organization and management; (4) large group, small group, individual study; (5) attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, social studies, and science; (6) a wholesome yet stimulating learning environment; (7) effective discipline.

This program combines individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating (yet appropriate for elementary-age children), a concern for academic achievement, and a concern for the child's self-concept.

Two options are available to schools wishing to adopt. Strategy I: A three-day workshop at the adopter's site which gives an overview of the program and basic training in its major components. Strategy II: A five-day seminar at D/D site for the adopter school's trainer/coordinator or leadership team, providing (1) in-depth training to prepare a leadership team for training adopter faculty, (2) all training materials, including five instructional modules for each professional staff member, and an implementation/management kit. After the seminar, the D/D assists Strategy II adopters with expanded training, planning, problem solving, and extensive materials for use after the initial training.

assurances/claims

Developmental research with approximately 1,000 K-3 pupils showed significant gains in reading, psycholinguistics, mental age, IQ measures, and attitudes toward school. Regular classroom teachers were trained to efficiently remediate severe language deficits.

implementation requirements

Strategy I adoptions: Participation in three-day workshop. Strategy II (High Impact Adoptions): Provision of a local person to serve as trainer/coordinator for New Adventure; participation by trainer/coordinator at one-week seminar.

financial requirements

Strategy I Adoption Fee: $100 per day per consultant, plus consultant's travel and per diem. Strategy II Adoption Fee: $500 per school (plus travel and per diem) for training/technical assistance materials and for local trainer or leadership team to attend seminar. Start-up costs for individualized materials, $0-$10 per child, depending on what is already available at adopter site.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Project staff can present at conferences if expenses are covered. Visitors are welcome by appointment. Training is conducted at adopter (or centrally located site) for Strategy I adopters. Training is conducted at the project site for Strategy II adopters.

contact

June Johnson, Director; New Adventure; W. T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32303. (904) 877-8595.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-71 Approved: 5/23/74

Compiled Winter 1977

PROJECT PAL: Pupils Advancing in Learning

descriptors

Remedial Reading
Parent Participation
Self Concept

target audience

PAL is a supplementary program for students in grades 1-12 who are deficient in reading skills and have poor attitudes or low self-concept. Present emphasis is on students in grades 1-3 in the bottom quartile in reading. The program also provides management techniques for administrators and includes strong parent involvement.

description

A supplementary program using individualized instruction to improve reading skills.

The PAL project, a Title I program, has reading improvement as its primary objective. This is accomplished through individualized instruction utilizing many motivational techniques. The secondary objective, to improve attitudes toward school and self, involves use of diverse image-building activities. Management strategies provide a sound structure for the program. Techniques to gain parent involvement have been successful. A staff development plan and materials are also part of PAL.

PAL uses a wide variety of materials, equipment, methods, and activities. Every child is encouraged to advance at his/her own rate.

Because of a special demonstration contract with the National Institute of Education, PAL will focus on students in the bottom quartile in reading in grades 1-3 during the school year 1977-78, as it did in 1976-77. The program in the other grades will be operating with district funds.

assurances/claims

For each school year in the program, the average PAL student gains more than one year in reading skills (1.1 in comprehension and 1.4 in vocabulary) according to the Comprehensive Test of Basic Skills (CTBS). District-developed surveys indicate substantial improvement in attitude and self-concept.

implementation requirements

There are four sections to the PAL program, with a manual available for each: (1) Instructional Program; (2) Staff Development; (3) Program Management; (4) Parent Involvement. Each section may be adopted separately. Adopters should do their own needs assessment to determine (through reading of the manuals and discussion with project staff) if PAL will best meet their needs. A timeline for implementation can then be set up for whatever section(s) will be adopted.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. Special reading teachers are desirable. The cost of the parent involvement portion of the program ranges from zero to $2,500. A set of four manuals provides a description of the project; cost is $10 a set.

services available

No special network funding supports this project's dissemination efforts.

Four comprehensive manuals are available for purchase ($10 a set) which will provide training information. Visitation to the Developer/Demonstrator site or to the adopting site is on a extremely limited basis with advance planning mandated. Anyone considering the adoption of PAL should contact the project before grants are written up for adoption funding, etc.

contact

Carolyn Tennant, Special Programs Consultant; Adams County School District No. 12; 10290 North Huron St.; Denver, CO 80221. (303) 451-8889.

Developmental Funding: USOE ESEA Title I
USOE JDRP No. 33 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Selective Utilization of Staff -- Personalized Approach to Continuous Education

descriptors

Developmental Reading
Continuous Progress Plan
Diagnostic Teaching

target audience

Kindergarten through junior high, all ability levels, English-speaking children. Originally approved by the Joint Dissemination Review Panel as a K-6 program, this now operates as a K-8 program.

description

A locally-developed, personalized approach to continuous progress in reading -- a comprehensive developmental program.

Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally-developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for seventeen sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Program is compatible with any organizational staff arrangement, such as open-sapce, non-graded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

assurances/claims

In addition to meeting the core criteria for pre-post summative evaluation, assessed through a comprehensive evaluation design, the project met a large number of non-linear based objectives. Before project was developed, achievement scores of students at primary target school had shown a steady trend of regression. At end of third developmental year, more than 75% of students who had entered program as first graders scored at or above median of national norms.

implementation requirements

The program is implemented by classroom teachers, rather than special reading teachers. Some training is necessary both prior to and during implementation. Three-day workshops are offered prior to implementation. Adopter sites are expected to schedule released time on a regular basis for staff development. Adopter schools will be given permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available that contains: objectives and skills check sheet; Teacher's Guide and Key; Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

financial requirements

The Master Volume costs $40; the Trainer's Kit, $50. Reproduction costs have proven to be extremely low (between 40¢ and 80¢ per student per year).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Demonstrations, visitations, training workshops, and workshops for trainers of adopters are scheduled periodically in PEGASUS-PACE schools in Tuscaloosa. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). Training is also available for potential out-of-state adopters at the adopter's site or at a Developer/Demonstrator approved alternative workshop site (costs to be arranged).

contact

Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 - 21st St., East; Tuscaloosa, AL 35401. (205) 758-2323.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 1   Approved: 4/16/73

Compiled Winter 1977

PROJECT PERSONALIZED INSTRUCTION: A Classroom Team Approach (formerly Classroom Team Approach Project)

descriptors

Reading Skills
Cross Age Teaching
Regular Class Placement

target audience

Pupils in grades 1-6 scoring in lowest quartile in reading achievement.

description

A classroom team approach.

The Personalized Instruction/Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language-arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading.

Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement, and are cross-age grouped in regular classrooms with 24 Title I pupils served in each 60-80 minute language-arts period. Each classroom is divided into three or four sub-groups of six to eight pupils; during the period, each sub-group receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications.) In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

The program presently serves 566 pupils in seven elementary schools, grades 1-6. The Title I Staff (22.59 fte) consists of 10 language-arts specialists, nine teacher's aides, one part-time substitute teacher, one part-time parent-contact aide, one part-time library aide, one secretary, and one coordinator.

assurances/claims

The Metropolitan Reading Achievement Tests, administered to all students in grades 1-6 in September 1976 and May 1977, show that 70% of all participating students made one month's gain for every month of instruction. Another 6% either came close to meeting this objective, or made adequate gains; 93% met the quality of performance in writing appropriate to their age and grade level.

implementation requirements

The average staff requirement for each school is one language-arts teacher and one instructional aide. Staff training in setting up and organizing the model is recommended. The program is conducted in the regular classroom; no special facilities are required. Since cross-age teaching takes place, a unit of two grade-levels is the smallest that can be implemented.

financial requirements

Per-pupil cost for the total program is $418 for 1977-78. A basic program requires salaries for one teacher and one instructional aide; additional materials and equipment may be employed to reinforce or enhance the basic program.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff may be able to attend out-of-state awareness conferences (costs to be negotiated). Training can be conducted at the project site; no training is conducted out of state.

contact Lillian Cannon, Director, or Sally Jo Case, Coordinator; 4476 W. 68th Ave., Westminster, CO 80030. (303) 428-3511.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-122 Approved: 12/16/74

Compiled Winter 1977

PROJECT PRE-ALGEBRA DEVELOPMENT CENTERS

descriptors

Basic Skills
Teaching Methods
Curriculum Planning

target audience

Regular mathematics classes at the seventh and eighth grade levels. Eight-week summer mathematics programs prior to students entering high school. Remedial mathematics program at the high school level.

description

A basic conceptual/computation skills program in mathematics designed to prepare students for success with algebra at the high school levels.

The curriculum design develops students' basic computational and conceptual skills through five units of concentration. The curriculum units are: (1) Ratios and Proportions; (2) Fractions; (3) Decimals; (4) Percent; (5) Metric Measures.

Mathematics principles used in the development of all curriculum materials include: Ratios and Proportions, One -- Its Name and Properties, Place Value, the Additive and Subtractive Properties of Numbers. These "tools of the trade" serve as a foundation for the teaching of concepts. The program uses an original instructional approach which compliments the diversified learning behavior of individuals.

The instructional technique (LCD Technique) includes mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation to improve computational skills, coupled with reading in mathematics.

assurances/claims

Evaluation studies showed: Approximately 80% of the project students scored an average gain of two grade levels (Stanford Achievement Test) and were subsequently enrolled in algebra; 92% passed algebra with a high degree of success; 85% took additional mathematics courses beyond algebra; 15% took four years of high school mathematics.

implementation requirements

School districts meeting the following criteria should consider adopting a Pre-Algebra Program: (1) Having a student population that includes at least one class of graduating eighth graders unprepared for regular high school algebra; (2) Wanting to use the Pre-Algebra techniques and concepts to build sound understanding for basic mathematics concepts in junior high school students; (3) Offering remedial mathematics classes at the high school level. A mutual adoption agreement will be signed by the D/D and the adopter prior to adoption activities beginning.

financial requirements

Adoption costs depend on the number of students to be taught, the number of teachers to be trained, and the number of attendance centers involved. Text materials: $4 per student. Laboratory materials: approximately $1,000 (may be used by up to 500 students, with staggered schedules). Teacher training: travel and per diem to and from demonstration site.

services available

No special network funding supports this project's dissemination efforts.

Pre-Algebra will: disseminate awareness materials upon request; participate in awareness conferences (exemplary project staff travel out of Illinois must be paid); provide assistance for acquisition of essential materials; train teachers in every phase of the program; monitor prototypes; provide technical assistance in securing financial help; demonstrate a Pre-Algebra program in operation through on-site visitation.

contact

Dorothy Strong and Joyce Combest Price; Pre-Algebra Development Centers; 400 W. 69th St.; Chicago, IL 60621. (312) 488-4500.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-33 Approved: 5/13/75

Compiled Winter 1977

PROJECT PROGRAMMED TUTORIAL READING

descriptors

Programmed Tutoring
Motivation Techniques
Supplementary Reading Materials

target audience

First graders in the bottom quartile who need help learning to read are tutored on a one-to-one basis. Originally approved by the JDRP as a first grade program, this program now operates as a first and second grade program.

description

An individualized tutoring program for first graders having difficulty learning to read.

Programmed Tutorial Reading (PTR) supplements, rather than supplants, conventional classroom teaching. The teaching strategy employs many elements of programmed instruction: frequent and immediate feedback, specified format, and individualized pace. However, whereas programmed instruction has often sought errorless or near-errorless learning with many cues at first, followed by a fading of cues, the tutorial program proceeds in the opposite manner with minimal cueing at first, followed by increased prompting until the child can eventually make the correct responses. The 15-minute tutoring sessions are highly structured. During their sessions, children read from their regular classroom basal readers while the tutor follows exactly one of 11 tutoring programs presented in the tutoring kits. The programs in the kit specify in detail what and how to teach. They are designed so that any decision made by a tutor about a child's reading is limited to judging the correctness or appropriateness of answers. Reinforcement and praise for success are essential parts of the instructional strategy.

(This project has been described in a Project Information Package.)

assurances/claims

The original evaluation of program impact was a comparison of matched pairs of students, using the Gates-MacGinitie Reading Test, Primary A, form 1. Tutored children scored at 1.9 grade equivalent at the end of first grade, while non-tutored children scored at 1.5. Later evaluations, using the same test, have produced similar results using a treatment-control group design instead of matched pairs. The area in which the program is being used is middle-income suburban.

implementation requirements

Implementation of the project requires a staff consisting of a part-time director, tutorial supervisors, tutors, and secretarial help. Facility requirements are limited to a quiet place and a side-by-side seating arrangement at a desk or table for the tutor and the child. Basal reading materials, a tutoring kit for each tutor, supplementary reading materials, and miscellaneous materials are also required. Training requirements include extensive training of tutorial supervisors and approximately 15 hours of training for tutors.

financial requirements

The annual per-pupil cost ranges from $150-$250, depending upon rates of pay of tutors and supervisors. Personnel costs, which include all administrative and clerical assistance, account for approximately 98% of total budget.

services available

An NDN-funded Developer/Demonstrator project.

Initial and secondary awareness materials as well as a Project Information Package (PIP) are available. Project staff is available to conduct awareness and pre-adoption sessions out-of-state. Visitors to the project site are welcome by appointment. Implementation-phase training is available to a limited number of adopters.

contact

Edwin R. Cammack, Project Director; Programmed Tutorial Reading; Davis School District; 45 East State St.; Farmington, UT 84025. (801) 867-2291.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-17   Approved: 3/18/74

Compiled Winter 1977

PROJECT PROJECT R-3: Readiness, Relevancy and Reinforcement

descriptors Individualized Instruction
Heterogeneous Grouping
Cooperative Planning

target audience Students of all abilities, grades 7-9.

description *A motivational basic-skill program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.*

Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Sytems Organization of Lockheed Missiles and Space Company, with the help of consultants from San Jose State University. It includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences; to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and developing career awareness.

(This project has been described in a Project Information Package.)

assurances/claims The CTBS (Comprehensive Test of Basic Skills, Forms S2 and S3) shows that participants in the mathematics component (1976-77) made 2.4 months' gain for every month of instruction. For the reading component, 1.8 months' gain for every month of instruction was achieved. An outside evaluator is contracted for both product and process evaluation.

implementation requirements Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work is accomplished by each staff member in a given year.

financial requirements The basic materials of a reading program at the secondary level can be utilized. Special prepared math contracts cost approximately $150 for a complete set of masters to be duplicated. Other costs relate to gaming/simulation activities, contracts, and the cost of secondary instructional aides.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment, at both project and demonstration sites. Training is conducted at the project site (adopter pays only own costs). Training may be conducted out-of-state (exemplary project staff costs may be paid for). Project staff may be able to attend out-of-state conferences (costs to be arranged).

contact Pauline E. Perazzo; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or 287-1112.

Developmental Funding: Variety of State and Federal Sources USOE JDRP No. 74-13 Approved: 2/20/74

Compiled Winter 1977

PROJECT

READING/ENGLISH ROTATION PROJECT

descriptors

Remedial Reading
Basic Skills
Communication Skills

target audience

Grades 6-9.

description

A rotating classroom approach to teaching reading skills to students, grades 6-9.

To take into account the characteristics of the students and to meet the various individual needs identified, an organizational pattern was designed. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading.

assurances/claims

The mean gain for the 104 participants during FY 1972 was 1.3 years. The average achievement prior to the project was 2.65 years in six years of schooling. Over a period of seven years participants have averaged one month's growth in reading per month of instruction as measured by standardized achievement tests.

implementation requirements

Two state-paid teachers, one lead reading teacher (Title I), four paraprofessionals (Title I). This staffing equals one rotation and/or 60 students, which would equal three classrooms.

financial requirements

$4-$5 per student, excluding personnel.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (October-April) by appointment. Three regularly scheduled training programs are conducted at project site. Limited training is conducted out-of-state. Staff can attend out-of-state conferences.

contact

Marcelyn Hobbs, Program Director; Reading/English Rotation Project; Norris School; McDuffie County Schools; Thomson, GA 30824. (404) 595-3527.

Developmental Funding: USOE ESEA Title I USOE JDRP No.: 35 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT PROJECT READING IMPROVEMENT

descriptors

Reading Skills
Diagnostic Teaching
Individual Instruction

target audience

Tutorial Program: 170 children in grade 1, who score in the lowest percentiles on achievement tests. Laboratory Program: 750 children in grades 2-8 who need remedial reading instruction, indicated by low scores on standard tests.

description

A project attacking the problem of reading deficiencies of children in grades 1-8.

One-to-one instruction is provided by 10 tutors for first graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. The 13 reading laboratories are each staffed with a specially trained reading teacher and a paraprofessional assistant. Eleven are certified as reading teachers and two are working toward reading certification in addition to their elementary grades certification. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. The laboratory periods are scheduled so that they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or less so that much individual instruction may be given. The standard reading lab is divided into three parts: the first is usually small-group work in word analysis; the second is for reading specific material listed on a student's folder; the third is all individual work designed to meet individual needs. Children's reading skills are diagnosed in 277 separate areas and prescriptive instruction is provided to correct deficiencies found. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals during the year. Primary emphasis is on comprehension, but vocabulary, speed, and accuracy are also stressed.

Efforts are made to provide instructional techniques that are different from those used in conventional classrooms, so as to capture and maintain interest of participants and to increase motivation. Project staff has learned that a principal cause of reading problems is lack of desire to learn to read. A variety of learning activities are provided to correct lack of interest problems.

(This project has been described in a Project Information Package.)

assurances/claims

Laboratory participants are pretested in September and posttested in April. The project objective is 1.5 years grade-equivalent gain for all participants during the seven months. The actual mean gain was 1.61 years or 2.3 months per month of instruction. Standard scores were also used for evaluation. For each grade level (2-8), gains exceeded one-third of a standard deviation mean gain for all participants.

implementation requirements

Project requires a trained reading teacher and paraprofessional assistant for each 50 students. Laboratories used both teacher-made and commercial materials. Appropriate AV materials are used as well. A cross-index system of materials designed to develop particular skills is maintained. Much utilization of high-interest, low-difficulty materials occurs. Instructional games and materials are used to stimulate genuine interest and provide for total involvement. Project suitable for Title I adoption.

financial requirements

Set-up cost for equipment will be approximately $2,000, less the value of appropriate AV equipment already on hand. Set-up costs for materials will total approximately $2,000 per 50 students. Upkeep material costs will average approximately $200 per year for each Lab (50 students).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available. Additional training materials available to potential adopters. Visitors welcome by appointment. Training available to adopter at developer site and adopter sites. Developer costs funded with NDN Developer/Demonstrator funds (including follow-up activities). Project staff may attend limited number of awareness conferences.

contact W. C. Blackmore, ESEA Title I Director, or Thelma D. Vines, Dissemination Coordinator; P.O. Box 1239; Burgaw, NC 28425. (919) 259-2187.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-103 Approved: 10/18/74

Compiled Winter 1977

PROJECT READING IMPROVEMENT PROGRAM -- SECONDARY SCHOOLS READING LABORATORY

descriptors

Educational Disadvantagement
Diagnostic Teaching
Reading Skills

target audience

Junior and senior high schools; students reading one year or more below grade level.

description

An individualized reading skills program.

Through preservice training, the reading consultant and the Wood County reading supervisor provide models and suggestions for the organization and management of Reading Laboratories. Each lab is staffed with a teacher and an aide, who work with 60 students daily in groups of 12 for 50-minute sessions. Each student's reading deficiency is diagnosed, and a reading skill-improvement program is developed for remediation of the deficiency. The management system devised for the operation of each laboratory gives the students independence and responsibility. Approximately 90% of each student's laboratory experience is used for individualized instruction.

The Reading Improvement Program currently serves economically and educationally disadvantaged secondary students in five eligible Wood County junior high schools, two eligible Wood County senior high schools, and one parochial junior-senior high school.

assurances/claims

Individualized prescriptions were written, and weekly evaluations conducted. Continuous progress assessments were made to assure that all students experienced success. Standardized test evaluation (Stanford Reading Achievement Test) indicated that participating students showed statistically significant gains between pre- and posttesting period.

implementation requirements

No special facilities or staff are required. It is anticipated that ongoing maintenance will consist primarily of instructional salaries, with a minimal amount expended for purchases of equipment, materials, and contractual service for equipment maintenance.

financial requirements

When the Reading Improvement Program was initiated three years ago, the materials purchased focused on five basic areas of reading: auditory and visual perception, vocabulary, word-attack skills, comprehension, and motivational materials. Tapes, films, filmstrips, records, and many high-interest, low-vocabulary books were utilized. The initial cost averaged $373.87 per pupil.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is also conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact

Darel K. Custen, Director; Title I; Wood County Schools; 1210 Thirteenth St.; Parkersburg, WV 26101. (304) 422-8411.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 76-84 Approved: 7/1/76

Compiled Winter 1977

PROJECT READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

descriptors

Remedial Reading
Counseling
Parent Participation

target audience

K-10 pupils reading below grade level. Concentration of services is on K-4 level.

description

A team-approach program to improve reading achievement and self-concept of reading disabled students.

The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, to diagnose the child's problems, to develop an individualized educational program to alleviate the problems, and to continually evaluate the child and the program. The project's main component is a reading-services program which includes direct services to students through individual and small-group remedial instruction and indirect services to students through a consultant service to their classroom teachers and parents.

Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation by the guidance/social worker team finds that an in-depth evaluation is necessary, services of a consulting psychological/psychiatric team are employed. It has been found that a student's inability to read may be causal in that the reading deficiency affects the child's total progress in school, or it may be symptomatic of other problems (social, emotional, physical, etc.) which are adversely affecting the child's developmental progress. Through a team effort the "total" child is made to function more effectively.

Another important component is total parent involvement including regularly scheduled parent/teacher conferences, formalized 10-week parent-study-groups and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early identification program which involves health and developmental screening of pre-kindergarten students, parent-information sessions, and a special readiness program once the child in need enters kindergarten. The highly successful secondary program emphasizes the teaching of reading through the content areas, with the reading specialist providing for the most part consultant services to the teachers of identified students.

assurances/claims

Outside evaluation conducted yearly. Cognitive evaluation: The CTBS, CAT, and Silvaroli Informal Reading Inventory used. Objectives have been met consistently. Affective evaluation: Instruments were developed locally. Objectives met in positive attitudinal changes with respect to school, peers, and selves.

implementation requirements

Many of the components of RIPPS are found in most school departments. The program can be readily adopted through reorganization of staff and commitment to the team approach for meeting learner needs. The reading and pupil personnel specialists must be willing to train and totally involve parents in the process. As successful adoption depends on people, the more interaction the better. Site visitations and/or telephone conferences are essential. Training programs are available and are tailored to meet adoption needs. The smallest adoption unit would be an entire school.

financial requirements

Total cost of program approximately $938 per student (1977-78). Estimated start-up costs $1000-$1500, per teacher depending upon materials and purchases required.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available (additional awareness materials in production). Visitors are welcome (during school year) by appointment. Training is conducted at project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences, if expenses are paid.

contact

Michael W. Mello, Director of Grant Programs; Office of Grant Programs; Portsmouth School Department; Portsmouth, RI 02871. (401) 683-1450.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-124 Approved: 12/16/74

Compiled Winter 1977

PROJECT READING LABORATORIES

descriptors

Individualized Instruction
Cost Effectiveness
Reading Skills

target audience

Children ages 6-18.

description

A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

The laboratories have been developed for high concentration on the improvement of basic reading skills. A reading laboratory staffed by one special reading teacher and a paraprofessional accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors, or developed by both consultants and project teachers.

Emphasis is placed upon inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory services and support.

assurances/claims

Data collected for 1976-77 showed the following average gains over an eight-month period: Slosson Oral Reading Test, 1.25 years average gain; Gray Oral Test, 1.28 years average gain; California Reading Achievement Test, 1.17 years average gain. The individualized laboratory approach also appeared to minimize student negative behavior through individual and positive reinforcement.

implementation requirements

An extra reading teacher and paraprofessional are required to serve up to 120 students. A classroom facility for use as a laboratory is needed. Normal furnishings (tables and chairs that can be arranged in a flexible manner) are suitable. A filing cabinet for student record folders is needed. It is desirable to have an audio-active card reader and three to four casette player-recorders. Start-up training takes eight hours; continuing training takes two hours per month at a minimum (preferably six to eight hours).

financial requirements

Reading expenditures averaged approximately $221 per student. This includes all administrative and backup support services. (Project staff noted that past experience and thrust in the reading area provided for easier organization and utilization of previous projects' materials, equipment, and staff.)

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (coverage of expenses will depend on situation).

contact Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470; Albany, GA 31702. (912) 436-6544.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-107 Approved: 10/18/74

Compiled Winter 1977

PROJECT READING PROJECT

descriptors Reading
Parent Participation
Motivation Techniques

target audience Students, grades 3-6

description *A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.*

The project employs systematic behavioral reinforcement; academic and non-academic accomplishments are reinforced through peer recognition, adult approval, and primary reinforcers linked with a token reward-feedback system. Points and smile stickers are earned for attendance and good work. Small prizes can be obtained by reading books. Membership in special "clubs" is open to pupils who reach specific achievement criteria, and children with a designated amount of earned points are invited to participate in high-strenth activities such as popcorn parties. Parental involvement is a strong component of the program.

assurances/claims The program met, surpassed, and almost doubled the objective criterion of 0.1 grade-level gain per month in reading skills. The children more than doubled their baseline learning rates while participating in the project.

implementation requirements Contact project directly for information.

financial requirements Cost per pupil will vary according to personnel costs.

Among the materials most commonly used for instruction were reading tests from Science Research Associates, Conquests in Reading, and various teacher-made response materials.

services available No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Edward Forsythe, Principal; Reading Project; Keaukaka School; 240 Desha Ave.; Hilo, HA 96720. (808) 935-1959.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-108 Approved: 10/18/74

Compiled Winter 1977

PROJECT

RIGHT TO READ: Wilson Junior High School

descriptors

Content Reading
Diagnostic Teaching
Staff Improvement

target audience

Pupils in junior high, middle, or high school.

description

An effort to eliminate illiteracy and turn kids on to reading.

Right to Read differs from many previous attempts at solving reading problems. It is a process, not a program. It gets at causes, not symptoms. It requires commitment, not money.

Right to Read is a national effort to eliminate illiteracy and turn kids on to learning. It requires that users do a needs assessment to find out precisely what is needed; planning is based upon the needs assessment results. Implementation of the plan involves professional development with special emphasis on paid teacher writing time, so that teachers can work together to bring about change. Through sharing, teachers build upon each other's strengths, and find quicker and better solutions to their problems.

Woodrow Wilson Junior High (grades 7-9) draws from an urban area and is ethnically balanced. The major thrust is to encourage teachers to teach reading as it is related to their particular content area. Cross-age tutoring, community volunteers, and teacher assistants help increase reading efficiency at all levels of development. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention.

Staff development -- taking the good teachers and making them into better -- is emphasized.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

Evaluation data (CTBS) show that over the 6-month period between pre- and post-testing, the average growth in vocabulary was 11 months, or 1.8 months' growth for each month of instruction. In comprehension, the average growth was 18 months, or 3.0 months' growth for each month of instruction. The total reading score indicated that the average growth was 14 months, or 2.3 months' for each month of instruction.

implementation requirements

Adopter must be willing to reevaluate the cost effectiveness of current program. The Right to Read process gives direction to a school or system without sacrificing local autonomy. All financial decisions are made locally with respect to determined needs and priorities.

financial requirements

Right to Read Assessment and Planning Handbook (available from your State Right to Read Director), state-adopted and other commercially-prepared materials coveringa range of reading abilities and student interest have been utilized. Our own management system, with criterion referenced objectives and teacher-developed tests, provides the basis for our diagnostic/prescriptive approach.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state converences (expenses must be paid).

contact

Valerie G. Musso, Program Coordinator; Right to Read; Woodrow Wilson Junior High;
3838 Orange Ave.; San Diego, CA 92105. (714) 280-1661, ext. 22.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-21 Approved: 3/25/74

Compiled Winter 1977

PROJECT SCHOOL VOLUNTEER DEVELOPMENT PROJECT

descriptors

Volunteers
Tutors
Community Involvement

target audience

Students, K-12, particularly those in grades 2-6 who are functioning one or more years below national norms in reading and mathematics; teachers who desire tutor assistance; community members able to volunteer.

description

A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

The School Volunteer Development Project includes: (1) an overall plan for a delivery system of volunteer services and the accompanying support materials; (2) recruitment procedures to generate a resource pool of volunteers; (3) training for volunteers and teachers who use these services; and (4) evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in either rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided, as well as inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books; introductory training materials (two filmstrip/tapes); eight modules with individual cassette directional tapes for the training of volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor-training, and two additional reference books are offered as optional items.

assurances/claims

A pretest/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6. Results of data analysis indicate that pupils in grades 2-6 one or more years below national norms who were tutored by project volunteers made significant achievement gains over non-tutored control groups.

implementation requirements

Schools or districts that adopt must appoint someone to coordinate the project (can be an existing staff member or a volunteer), operate the project in at least one school, and evaluate the effect of the project on student achievement. Number of staff will depend upon number of students served.

financial requirements

Based on paid coordinator, the total per pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). These costs could be less, however, if the adopting school or district used an existing staff member or volunteer to coordinate the program.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (two-day sessions held the third Wednesday through Thursday of each month). Training is conducted at the project site. Training is conducted out-of-state. Project staff can attend out-of-state conferences. Costs are negotiated for all services.

contact Audrey Jackson, Director; School Volunteer Development Project; 1410 NE Second Ave.; Miami, FL 33132. (305) 371-2491.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-79 Approved: 12/18/75

Compiled Winter 1977

PROJECT SDR: Systems Directed Reading

descriptors

Developmental Reading
Diagnostic Teaching
Diagnostic Tests

target audience Pupils, all ability levels, grades K-6. Complete reading skills program. A reading skills scope and sequence is provided with a pupil-profile card to manage and monitor progress.

description *A program to develop students' (K-6) word attack and reading comprehension skills.*

Each student's specific needs are identified by classroom teachers and a reading teacher by the use of criterion-referenced tests and informal inventories. The classroom model uses a differentiated-staffing pattern in which unit leaders direct unit teachers and instructional aides. A non-graded reading format is followed by teachers and assisted by a Skills Bank in each school. EMR (Educable Mentally Retarded) Special Education students are mainstreamed into the regular classrooms for language arts. Aides duplicate the word attack and comprehension exercises from the Skills Bank as needed. Skills groups are formed based on needs of the students. Unit leaders meet regularly with team members to assess pupil progress, plan new skill groups, record progress, and confer with parents. No skill groups function more than 15 days and all pupils are tested monthly with criterion-referenced tests. Pupils move through five word-attack skill levels (A-E) during their K-6 experience.

(This project was originally developed and validated at Baugo Community Schools, Elkhart, Indiana.)

assurances/claims Evaluation data show that SDR reading procedures have decreased the number of reading problems by 75%.

implementation requirements Schools must be willing to set aside half an hour a day for word-attack groups. Grouping is done across grade levels. Schools must be willing to involve at least three grade levels.

financial requirements Diagnostic Criterion-Referenced Test, $100. Pupil Profile Card, 10¢ per student. Four handbooks provided free from SDR Project. No new staffing or equipment required. A wide variety of commercially available materials already found in most classrooms is used.

services available An NDN-funded Developer/Demonstrator project.

Two days of training available nationally. Follow-up visits and technical help available. Awareness presentations made nationally.

contact Betty Warner, Project Director; Region 10 Education Service Center; 400 E. Spring Valley Rd.; Richardson, TX 75081. (214) 231-6301, ext. 329.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-83 Approved: 6/6/74

Compiled Winter 1977

PROJECT SEAPORT: Student Education Assuring Positive Organized Reading Techniques (formerly Remedial Reading and Home/School Liaison Program)

descriptors

Remedial Reading
Diagnostic Teaching
Home Instruction

target audience

SEAPORT is divided into two separate target components: Remedial Reading, for pre-K through grade 9 students most in need and at least one year below appropriate grade level, and Home/School, for Title I students and their pre-kindergarten siblings. (Originally developed and validated for grades 1-6, this project now operates pre-K through 9.)

description

A program using both a school-based and a home/school liaison approach to remedial reading problems.

The Remedial Reading Program, which is school-based, will assist pupils who need extensive supplementary remedial instruction in the area of reading. This program, at the upper elementary and secondary levels, serves students who are most in need and are at least a year below grade level. The Home/School Liaison Program serves as a direct communication link between the Title I Remedial Reading Program and the parents to insure better understanding and cooperation. Through home visits to these Title I parents, pre-kindergarten children with high risks for learning difficulties are identified. Assistance and materials are given to parents for readiness activities to aid these children. Three-year-old youngsters and their parents participate in a program that assists them to develop learning ability prior to pre-kindergarten or kindergarten.

(This project has been described in a Project Information Package.)

assurances/claims

Attainment of program objectives was assessed through a comprehensive, outside evaluation design. Its primary focus concentrated on product outcomes as relating to total project impact. A secondary focus dealt with perceptions and concomitant interactions of various groups which also reflected instructional goals.

implementation requirements

For implementation K-9, the SEAPORT project required 18 teachers trained as reading specialists and two certified early childhood teachers for the pre-kindergarten and kindergarten levels. One full-time director and one full-time secretary can coordinate the program. A resource room for use as a reading lab is necessary.

financial requirements

Start-up equipment costs an average of $15 per pupil with curriculum materials averaging $18 per pupil. After year one, ongoing curriculum materials cost an average of $12 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome any time. Training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs).

contact Mary C. Macioci, Coordinator of Grant Programs; Grant Programs Office; Edward St.; Newport, RI 02840. (401) 846-4700.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 29 Approved: 4/9/73

Compiled Winter 1977

PROJECT STAMM: Systematic Teaching And Measuring Mathematics

descriptors

Mathematics
Continuous Progress Plan
Criterion Referenced Tests

target audience Students of all abilities, grades K-12.

description *A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.*

The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are promoted. Careful monitoring of a student's progress, measurement of mathematics competencies, and promotion of alternative courses at the high school level are featured. The program may be used successfully in many different classroom situations including small-group instruction, large-group instruction, individualized instruction, team teaching, math lab., etc. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made activities may be incorporated as well.

Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades K-8 is covered in levels A, B, C, D, E, F, GE, G, and H. High school courses are defined for Mathematics Competencies, Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Vocational Math, and Rapid Calculation.

assurances/claims Between two-thirds and three-fourths of all Jefferson County students now score above the national norm on the Comprehensive Test of Basic Skills at grades 4, 6, and 8. This achievement has been consistent since 1973. Previous to implementation, roughly half the students scored above national norm.

implementation requirements STAMM objectives, tests, and resource packets may be used by a single teacher or an entire school system. The more levels that are involved in implementation, the greater will be the gains from the continuous-progress aspect of STAMM. A one-to two-day training session prior to implementation is recommended. Continuing weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style, and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but probably should be supplemented with teacher-made or STAMM resource materials.

financial requirements Teachers' guides are available for $3; each teacher should have a guide. Resource packets are available for each level taught, $26.50 to $70.80 per level. One level of packets is usually appropriate for every two teachers at a level. More than one level may be needed in a single classroom. Materials may be reproduced locally.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Awareness and training sessions are available at the adoption site within funding and scheduling limitations. Representatives may be trained at the developer site. Visitations may be scheduled with advance notice, but are not a prerequisite for adoption. Training dates at the developer site for 1978 are scheduled for: January 12-13, February 27-28, May 11-12, and July 6-7.

contact Glyn H. Sharpe, STAMM Project Director; Jefferson County Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 234-7000, ext. 342.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 76-87 Approved: 6/23/76

Compiled Winter 1977

PROJECT STRATEGIES IN EARLY CHILDHOOD EDUCATION

descriptors Developmental Program
Sequential Learning
Diagnostic Teaching

target audience All students ages 4-8. Program materials are sequential.

description *A continuous growth program bridging the gap between preschool, kindergarten, and first grade.*

The concepts of the project are: (1) A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully. Failure to take into account developmental issues results in failure and/or nonmeaningful rote learning. (2) There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. (3) Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area. This program must utilize the child's mode and rate of learning, so that continuous progress is realized.

Based upon these concepts, the project includes the following components: (1) a model, including the structural, functional, behavioral, and environmental components of children as they develop from age four to about age eight; (2) a chart of learning objectives as related to the model; (3) a screening manual and a pupil edition; (4) a class record chart on which to chart each student's starting point, as indicated by the screening, and to chart continuous progress of each pupil; (5) a prescription guide which includes each educational objective, as stated on the scope and sequence chart, and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading to reading, math, and language development.

assurances/claims A series of comprehensive evaluation reports indicate that project objectives were met, along with increased standardized test scores for project kindergarten and first grade children. The project was validated over a three-year period in five participating school districts.

implementation requirements Steps for adoption include an awareness session and training sessions for philosophical issues, screening, instructional methodology, monitoring, and evaluation. The program may be implemented by a classroom or by a district. Training usually begins with a two-day workshop with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher aide or parent volunteer to assist in initial stages.

financial requirements Materials: Project overview booklet, no charge; criterion-referenced screening instrument, $2.25; pupil edition, 50¢; chart of sequenced objectives, 25¢; class record chart, 25¢; prescription guide, $4.75. When funding is available through NDN, cost to adopting district will be cost incurred while project staff is on-site.

services available An NDN funded Developer/Demonstrator project.

Awareness and training materials are available. Visitors welcome by appointment. Consultations for awareness and training session are available.

contact Robert Schramm, Project Director; 908 West Main St., Waupun, WI 53963. (414) 324-4461.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-75 Approved: 5/29/74

Compiled Winter 1977

PROJECT

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII)

descriptors

Basic Skills
Diagnostic Teaching
Individualized Instruction

target audience

Students of all abilities, grades 1-8.

description

A systematic instructional program in the basic skill areas of reading and mathematics.

SAII has developed criterion-referenced tests and learning modules for 155 reading skills, i.e., readiness, phonics, syllabication, and structural analysis, plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions plus student worksheets to accompany over 400 paperback books, e.g., Profiles in Courage, Henry Huggins, Little Red Hen, etc. Each set of questions has been divided into lessons with each lesson having questions of five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage any of the component parts. The program can be adopted to the areas of diagnosis (criterion-referenced tests -- math and reading) or basic skill development (learning modules in reading and math, or comprehension components of reading).

assurances/claims

After implementation of the project, a dramatic reversal of a declining trend in academic ability at the project school occurred. Evaluation data also showed a positive impact on academic progress of project students. Copies of the evaluation report are available from Dr. Mark Greene, Northwest Regional Educational Laboratory.

implementation requirements

A one- to three-day pre-adoption workshop is required. Consultant help is available at cost. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component requires one. Master tapes -- available for reproduction -- are also required for the reading component.

financial requirements

Print-ready set of project materials is available at cost. Diagnostic Tests: Reading, $16; Math, $20. Learning Modules: Reading, $60; Math, $110; Comprehension questions, $150; games to accompany reading learning modules, $15.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome (October through March). Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 479-3321.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 15 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT TEAMS-GAMES-TOURNAMENT (TGT)

descriptors

Basic Skills
Games
Peer Teaching

target audience Pupils of all ability levels, grades 3-12.

description *An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.*

Teams-Games-Tournament (TGT) is an instructional method that reorganizes the classroom by dividing pupils into four- to five-member groups for study and peer-tutoring on worksheets. Individual group members then play instructional games, against members of equal ability from other groups, to score points for their teams. The TGT instructional method is appropriate for any curriculum unit (grades 3-12) that offers basic skills or factual information to heterogeneous groups.

Teachers may use only the TGT Teacher's Manual, or may include the worksheets and games already developed by the Center that cover specific instructional objectives. TGT is designed to supplement traditional lecture or drill methods, individualized instruction, or performance-based instruction. The TGT instructional process is carefully sequenced to enhance academic achievement, but teachers may adapt and change elements to meet certain objectives.

TGT curriculum units are designed for six- to eight-weeks' use in each class period, although shorter units may be completed in three to four weeks. The units help to improve basic skills, to promote positive pupil attitudes toward schoolwork and classroom experiences, and to increase cooperation through peer-tutoring.

assurances/claims Ten experimental studies have demonstrated positive TGT effects on academic achievement in math and language arts. Recent analyses have shown very positive TGT effects on classroom race-relations.

implementation requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training, followed by workshop training (one-half day). If TGT's published curriculum materials are used, no teacher development of materials is required.

financial requirements Language Arts Kit, grades 3-6, $110. Analogies Kit, grades 3-6, $51. Vocabulary Kit, grades 3-6, $75. Language Arts Kit, grades 7-9, $127.50. Mathematics Kit, grades 3-5, $80. Sample package of any subject, including teacher's manual, worksheet, game, etc., $6.95.

services available No special network funding supports this project's dissemination efforts.

Awareness and training materials (brochure, teacher's manual, sample pack, and filmstrip) available. Awareness and adoption personnel are available from bases in New York, Maryland, North Carolina, Michigan, Kansas, Texas, Montana, and California.

contact John H. Hollifield; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 366-3582.

Developmental Funding: National Institute of Education USOE JDRP No. 75-81 Approved: 12/18/75

Compiled Winter 1977

PROJECT TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS, Division of Community School District Affairs, New York City Board of Education

descriptors

Reading
Aesthetic Education
Interdisciplinary Approach

target audience

Grades 4-6. Children who are reading at least one year below grade level who are Title I eligible (some seventh graders accepted as apprentices).

description

An intensive, individualized, remedial reading program presented through the arts.

Over two 16-week periods, reading teachers, specially trained professional artists, and art teachers work with 120 Title I children at each of three sites. A total of 720 children are serviced. The program is associated with major cultural institutions in New York City: the Solomon R. Guggenheim Museum, the Staten Island Children's Museum, and the Queens Museum. The program focuses on improving reading skills through motivation and interest in the arts, and diagnosis and correction of reading weaknesses in reading workshops. Each participating child will meet with the reading teachers in small groups or individually an average of 3½ hours of the total 12 workshop hours per week for the 16 weeks of each program. There are 10 reading-oriented art workshops at each site, such as dance, music, theatre, crafts, sculpture, paintings, bookbinding-calligraphy, film, photography and printmaking, as well as parent workshops. The resources of the Solomon R. Guggenheim Museum, the Staten Island Children's Museum, and the Queens Museum are made use of, and field trips and special events are regularly scheduled. Preservice and inservice training are available.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

In the past 10 programs (over a period of 5½ years) the children have improved an average of 1-2 months in reading for each month they participated in the program. Financial and evaluation data collected 1976-77.

implementation requirements

Reading teachers and professional artists are trained in Learning to Read Through the Arts methodology. Teacher-made pupil-oriented materials, instructional devices, film strips, records, tape recorders, media libraries, books on the arts, and art and audio-visual suppliers are used.

financial requirements

Approximately $342 per student per workshop.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment only. Training is conducted at project sites (adopting site must cover all training costs as well as all other costs). Training is conducted out-of-state (exemplary staff costs must be paid for). Project staff can attend out-of-state conferences (expenses must be paid).

contact Bernadette C. O'Brien, Citywide Coordinator; Title I Children's Program; DCSDA, New York City Board of Education; 110 Livingston St., Room 601A; Brooklyn, NY 11201. (212) 596-5545.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-18 Approved: 3/25/74

Compiled Winter 1977

PROJECT TITLE I READING CENTER PROGRAM

descriptors

Diagnostic Teaching
Diagnostic Tests
Remedial Reading

target audience Students of all abilities, grades 1-6.

description *An individualized diagnostic-prescriptive remedial reading program.*

The project identifies pupils with reading disabilities in grades 1-6, and provides an individualized diagnostic-prescriptive remedial reading program.

Project goals are: to remediate disabled readers through an individualized prescriptive approach, based upon the results of each student's diagnosis; to provide training in setting up and managing a remedial reading laboratory; to train teachers in specialized diagnostic and remedial techniques.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims Extensive evaluation has been conducted since 1967-68. Numerous studies have validated the success of the program with Title I children from low- and middle-income urban communities. Various standardized tests, such as the CTBS, the Gates-MacGinitie Reading Tests, and the Metropolitan Achievement Test have been used to measure reading achievement.

implementation requirements (1) Purchase materials and set up Reading Lab to accommodate pull-out program. (2) Designate one or two teachers and one aide per Reading Lab. (3) Purchase Title I Reading Center Inservice Training Manual and Title I Reading Center Audio-Filmstrip Program (entitled "Reading Center Program--Overview"). (4) Schedule on-site inservice training.

financial requirements Staffing: two teachers, one aide. Materials (total cost $234.62): Diagnostic Teaching, $19.80; student tests and prescriptions, $17.24; workbooks (from 10 publishers), $158.08; training manual, $3.50; filmstrips and audio, $36.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials and sample pages from the Teachers' Guidebooks are available upon request at no cost. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). Visitations to the Reading Center are welcome from September through May, 8:00 a.m. through 4:00 p.m. On-site inservice training is available (costs to be arranged).

contact Louise Sears; Title I Reading Center; 701 Northwest 31 Ave.; Fort Lauderdale, FL 33311.
(305) 581-6410.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-89 Approved: 8/21/74

Compiled Winter 1977

PROJECT

TITLE ONE CORRECTIVE READING PROGRAM (TOCR)

descriptors

Diagnostic Teaching
Parent Participation
Individualized Instruction

target audience

Referrals by classroom teachers from grades 2-6; eligibility based on attendance in Title I target schools and educational need (below 50% rank on Metropolitan Achievement Test or 30% rank on Iowa Tests of Basic Skills).

description

A referral corrective reading program for grades 2-6.

Wichita's Corrective Reading Program is a large-scale remedial program operating in 30 Title I target elementary public schools and in seven parochial schools. Instruction is diagnostic, individualized within ad hoc small groups of four to eight pupils, and correlated with the classroom reading program. This correlation is achieved through use of the Wichita Management System for Reading (including behavioral objectives and criterion tests).

The goals of the program are improvements of reading instructional level, vocabulary, comprehension, and pupil self-image. The six phases of the program are identification, screening, scheduling, diagnosis, instruction, and evaluation, as delineated in the handbook Team Approach to Reading Success. (The handbook for the program, as well as the Project Performance Objectives, are integral parts of the program; they describe the roles of the different team members and suggest timetables for testing, remediation, and retesting.) Eighteen schools use an eclectic approach with multi-level multi-media materials. Twelve schools use a systems approach employing Listen Look and Learn (Educational Development Laboratories), Hoffman, Psychotechnics or Random House High Intensity Learning.

Instructors are specialized teachers certified for reading, who have the dual responsibility of instruction and service to the building staff as resource persons. Teachers are provided with instructional aides when caseloads exceed 50 pupils.

Parents are used as aides in the program to tutor students individually or in small groups. This is done through a Title I Parent Education Aide Program. The reading teachers are involved in parent workshops on reading skills and games.

assurances/claims

The program has been evaluated annually for the 10 years of its existence by the Research Division of the Wichita Public Schools, using a comparison of pre- and posttest scores on the California Achievement Test. The goal is a gain of 1.0 in grade equivalent for each year's instruction. The mean gain for the year 1976-77 was 1.4.

implementation requirements

Adopters may implement the program either in a school or at the district level. The key to a successful adoption is the employment of certified reading teachers who have the training and expertise necessary both to teach corrective reading diagnostically and to serve as resource persons for a building staff. A small classroom will serve as a reading laboratory. It needs to be large enough for the storing of materials and the instruction of small groups of four to eight students. The choice of materials will be dictated by the needs of pupils and should be left to the discretion of the reading teacher.

financial requirements

Start-up costs run approximately $400 per pupil based on a caseload of 50 pupils. This includes the cost of hiring one special reading teacher and purchase of a wide variety of commercially-available materials and equipment. Material- and equipment-maintenance costs in 1976-77 averaged $7.50 per pupil.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). The demonstrator site provides orientation training to adopter administrators and special reading teachers; workshops can be arranged either in Wichita or at the adoption site (costs to be arranged).

contact

James G. Howell, Director of Reading; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7871.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 28 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT

PROJECT UNDERSTAND: Arlington's Title I Program (formerly Arlington's Title I Program)

descriptors

Reading
Language
Mathematics

target audience

K-6 students scoring at, or below, the fortieth percentile in reading, language arts, or math, for whom a supplementary learning experience best meets their academic needs.

description

A program to help strengthen reading, language, and math skills in children grades K-6 who need a supplementary learning experience.

A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-6 grade children scoring below the fortieth percentile in the Comprehensive Test of Basic Skills (CTBS) whose needs require a supplementary learning experience beyond that which regular school programs provide. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require, but the majority of students are seen in small groups (up to five) to encourage collaborative learning and interaction.

Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from the students' strengths rather than their weaknesses. Centers appear informal and are run on a workshop basis whereby individual progress and small-group activity can flourish simultaneously. Staff are allowed the greatest latitude in the decision-making process, not only in writing the project, but also in ordering instructional materials according to the individualized needs of their students and respective schools. A two-week planning and brain-storming session precedes each regular school-year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early.

This program works to increase parental involvement, thus fostering collaboration and understanding between school and home life. The district-wide Parent Advisory Council has received training in organizational-development and communications skills which resulted in the development of an Action Plan for the implementation of Parent Advisory Councils at each school. These local Parent Advisory Councils now meet on a monthly basis with the Title I staff and are actively involved in their childrens' learning process. A strong parent-involvement foundation has been laid and built upon by a part-time parent coordinator.

assurances/claims

The Comprehensive Test of Basic Skills in Reading, Language Arts and Math is used as a screening instrument to identify eligible students. The CTBS is also used on a pre/post basis and indicated in 1976-77 that Title I students in Reading and Language Arts showed an average gain rate of 1.4 months for each month of instruction.

implementation requirements

Additional staff to supplement the regular classroom teacher would be needed. Because of the heavy involvement of this staff with parents, inservice training, planning and implementing the project, meeting with each Title I student for supplementary service of 150 minutes per week, and active participation in the decision-making process, a reasonable teacher-pupil ratio for full-time teachers is 1:29, and for part-time teachers, 1:14. The amount of $500-$1,000 for inservice training in group dynamics for both parents and staff would also be desirable.

financial requirements

Costs for salary would vary according to local salary schedules and be dependent upon the number of students to be serviced. Provision should also be made for an administrator to coordinate total efforts and for a part-time parent coordinator, as well as a secretary. Commercially available materials already found in most classrooms are used, but a wide variety of teacher-made materials is also utilized.

services available

No special network funding supports this project's dissemination efforts.

Visitors are welcome by appointment, but awareness materials generally are not available. Project staff can attend out-of-state conferences if expenses are fully subsidized.

contact

Don Torres, Title I Director; Crosby School; 34 Winter St.; Arlington, MA 02174.
(617) 646-1000, ext. 182.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-121 Approved: 12/16/74

Compiled Winter 1977

PROJECT UPSTAIRS SCHOOL

descriptors Remedial Reading
Individualized Instruction
Motivation Techniques

target audience High school students reading two or more years below grade level.

description

A program intended to improve the reading ability of educationally disadvantaged students.

The Upstairs School is designed to take the student "from where he is" to grade level. Our objective has been to demonstrate growth in reading comprehension and vocabulary with a minimum improvement expectation of .8 year's growth in reading ability for each year of instruction. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would read if they could, and if teachers were willing to commit themselves to providing the necessary structure and love. Incoming ninth-grade classes at Roosevelt High School have consistently been among the "bottom" two or three in reading skills in the Portland School District. Over one-third of the student body is two or more years below its chronological grade level. Classroom teaching for this special program includes an open space classroom divided into five teaching stations plus a central lounge area for individualized-interest reading. All students in the program use this classroom for one 50-minute period each day. During that period, students receive sound training in spelling, penmanship, creative writing, dictation, vocabulary expansion, timed reading for better comprehension, and reading aloud. Students enter/leave/return depending upon individual need. They are then programmed into either regular or special classes as needed for the rest of the day. An atmosphere of work, trust, concern, and loving care for each student is unique to the program. All students are working. Since the inception of the program, remedial math, a remedial English Skills Lab, and remedial social studies have been added. These additions have created a highly-structured school within a school, and the "Upstairs School" is now an alternative school in every sense of the term. (Inservice classes for the teaching staff are held for the entire nine-month period.)

assurances/claims

The California Test of Basic Skills is given each spring to all program participants. Gains in both reading and language arts have been greater than goals set by program.

implementation requirements

Mastery Teaching method is successfully used with a variety of reading materials, including linguistic materials, basic reading series, magazines, and newspapers. All textbooks are phonetics-oriented. Special-interest books are low-vocabulary. In addition, many teacher-developed materials are used. No special staffing or facilities required. Training is required. A single teacher or an entire district may adopt.

financial requirements

Funding averages $250 per student, with the district providing the usual support services.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Joel W. Sappenfield, Project Director; 6941 N. Central; Portland, OR 97203. (503) 286-5781.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 30 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT VOCATIONAL READING POWER (VRP)

descriptors

Developmental Reading
Inservice Teacher Education
Vocational Education

target audience

A staff development project originally approved by the JDRP for secondary vocational programs whose students represented a broad range of ethnic and socioeconomic backgrounds. VRP has since been successfully adapted at the post-secondary level and in junior and senior high nonvocational settings. Staff need no prior formal training in teaching reading.

description

A teacher-oriented program for reading development in junior and senior high vocational and nonvocational classes.

The goals of this project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to help teachers make appropriate selections of printed materials and plan reading-related activities appropriate for the abilities of their students; to train every teacher as a reading teacher regardless of their discipline. The project has attempted to reach these goals through development of teacher-training materials and vocational student reading-support materials.

The program consists of six components: Testing -- The purpose of this component is to train teachers to use many different tools to assess the reading abilities of their students. Readability Analysis -- Training provides teachers with the knowledge and tools to analyze the reading levels of their textbooks and apply this knowledge in making textbook selection and/or modification. Reading in the Content Area Modules -- Fifteen modules on teaching reading in the content areas. Each module contains an activity manual, specific commercial texts, and articles related to the topic. The modules which are designed to be used in group or individual inservice provide basic strategies and procedures that can be incorporated into any classroom curriculum. Occupationally Specific Key Word Glossaries -- Practical vocabulary activities the teacher may incorporate into the total curriculum are the focus of this component. In addition, project-developed vocational-student reading-support materials in the form of 32 Occupationally Specific Key Word Glossaries are available. Teacher Survey -- This component provides an instrument which can be utilized to assess the training needs of teachers within a district. The results of a survey of this nature provide direction for district-wide reading inservice. Vocational Instructional Materials System -- This component involves the development of a resource bank which provides teachers with ready access to a wide variety of instructional materials in their field.

(VRP was originally developed at the Oakland Schools, Pontiac, Michigan, and visitors are still welcome at that site. In May, 1977, the Developer/Demonstrator function for the project was transferred to The EXCHANGE at the Minneapolis Public Schools/University of Minnesota Teacher Center and the Minnesota Instructional Materials Center.)

assurances/claims

Student evaluation data indicates general reading improvement as well as growth in knowledge of occupationally specific language. Tests: Gates McGinitie, Survey F; Occupationally Specific Vocabulary Indices. Teacher evaluation data demonstrated growth of teacher attitudes and knowledge of text utilization and reading-related activities. Tests: RCA modules' pre-post teacher training tests.

implementation requirements

A minimum of one staff person with a background in curriculum development and/or reading to act as director/coordinator on a part-time basis. Involvement of administrators, content area instructors, and reading consultants, if any. An adopter may choose not to implement one or more of the components. A minimum of two components must be adopted and four is strongly recommended. Once a district completes a training and implementation plan, the D/D can provide a training workshop. The training workshops will be 1-4 days, depending upon the components the district adopts/adapts.

financial requirements

Staff development time must be provided. No new equipment or staff are required. Key Word Glossaries are available at $2.50 each or $45 per set of 32. Adopters of this component may purchase glossaries for each student or one or two per classroom. Adopters of this component will typically purchase a minimum of five modules and a maximum of one complete set. Cost of individual Reading in the Content Area modules varies: entire set of 15 -- under $400.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochures and an audio-visual presentation describing VRP are available. The A-V presentation is available for loan or purchase ($15) in either slide/tape or filmstrip/tape form. The D/D can provide half-day or full-day pre-adoption workshops for schools who are seriously considering VRP adoption. Half of the D/D's travel costs for these workshops must be reimbursed. Once a school completes an implementation and training plan, the D/D can provide a training workshop. All D/D travel costs for this workshop must be reimbursed and training manuals must be purchased at $2 each. The D/D will also provide telephone assistance as required.

contact

Eileen Ostergaard; Minnesota Instructional Materials Center; 3554 White Bear Ave.; White Bear Lake, MN 55110. (612) 770-3943.

Developmental Funding USOE ESEA Title III USOE JDRP No. 74-45 Approved: 5/14-15/74

Compiled Winter 1977

SECTION 8

SPECIAL EDUCATION/LEARNING DISABILITIES*

ACTIVE: All Children Totally InVolved Exercising - New Jersey.. 8-3
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped individuals.

Child Study Center (CSC): A Validated Pupil Personnel Services Demonstration Project - Florida......... 8-4
A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

Classroom Intervention: Individualized Basic Skill Reading Program - Washington....................... 7-15
An individualized reading program intended to increase the basic skill reading-achievement levels of inner-city students.

Communication Programs.. 4-9
Children ages 3-8 with identified or suspected communication deficits (not related to current hearing loss).

Comprehensive Training Program for Infant and Young Cerebral Palsied Children (C.P. Project) - Wisconsin.. 4-11
A program serving children three years of age and younger having the primary disability of moderate-to-severe neuro-motor handicap with physical impairment severe enough to limit motor activity.

COPE: Cognitively Oriented Pre-Primary Experience - Pennsylvania....................................... 4-12
A comprehensive pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

Dale Avenue Early Childhood Education Project - New Jersey.. 4-13
A performance-objective individualized curriculum for pre-kindergarten through third grade.

Developmental Play (DP) - Florida... 4-14
A training program for adults to work with young children in relationship-focused activity-based intervention program.

Diagnostic Prescriptive Arithmetic (DPA) - New York.. 7-20
A basic arithmetic program for children operating at an instructional level from grades 1-6.

Diversified Educational Experiences Program (DEEP) - Kansas.. 1-4
A new method of organizing and managing an academic classroom.

Early Childhood Preventive Curriculum (ECPC) - Florida.. 7-22
A program developing in high-risk first-grade students the perceptual, cognitive, and language skills that they need to respond successfully to beginning reading instruction.

Early Prevention of School Failure - Illinois... 4-16
A program designed to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance.

Engineered Classroom for Students Who Are Both Educably Mentally Handicapped and Behaviorally Maladjusted - Nebraska.. 8-5
A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

Family-Oriented Special Education Preschool Program (formerly UNISTAPS) - Minnesota...................... 8-6
A program serving moderately and severely handicapped preschoolers (0 to 4 or 5 years of age) and their families with a variety of service options being provided by a multidisciplinary team.

Family Oriented Structured Preschool Activity (Seton Hall Preschool) - Minnesota......................... 4-17
A program that prepares the parent to be the child's first and most significant teacher.

FAST: Functional Analysis Systems Training - Michigan... 6-8
A developmental diagnostic/prescriptive teaching system for mildly/moderately handicapped students.

HOSTS: Help One Student To Succeed - Washington... 7-30
A diagnostic/prescriptive/individualized approach to basic reading skills.

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Process Technology - Nebraska.. 7-34
A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

Learncycle: Responsive Teaching - New Jersey.. 6-9
An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high-risk" students.

*Projects with multiple emphases may be listed under more than one section.

project Learning Disabilities: Early Identification and Intervention - Louisiana 8-7
An early identification program for students with learning disabilities.

Learning to Read by Reading - California 7-38
A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials.

MECCA: Make Every Child Capable of Achieving - Connecticut 4-26
An intervention program for Vulnerable Children (deficit in a skill area) in regular classes in their first years of schooling.

Modification of Children's Oral Language - California 8-8
A special program for training staff to work with students having language disabilities.

Northwest Special Education (NWSE) - North Dakota 8-9
A systematic way for training classroom teachers to focus on Specific Learning Disability (SLD) students.

Oklahoma Child Service Demonstration Center for Secondary LD Students - Oklahoma 8-10
An alternative, individualized diagnostic-prescriptive teaching intervention system that has proven highly successful with learning disabled adolescents.

PA: Project Advocate -- Northwestern Illinois Association - Illinois 8-11
A consistent, data-based, intensive learning environment for students.

Parent-Child Early Education Program (Saturday School) Missouri 4-30
A program available to all preschool children, birth through four, structured to increase each child's chances of success.

Parent Readiness Education Project (PREP) - Michigan 4-31
An early-intervention project for academically high-risk preschool children, in which parents attend classes to learn to become effective change agents for their own children; and high school students learn pre-parenting skills while working with children.

PEECH: Precise Early Education for Children with Handicaps - Illinois 8-12
An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Perception+ (formerly Project SEE) - New Jersey 4-32
A prerequisite to any formal learning discipline.

Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children - Iowa 8-13
A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

Positive Alternatives to Student Suspensions (PASS): A Validated Pupil Personnel Services Demonstration Project - Florida 6-11
A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior of secondary students.

Positive Attitude Toward Learning (PATL) - Illinois 6-12
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

Program for Children with Down's Syndrome (formerly A Model Preschool Center for Handicapped Children: Down's Syndrome Program) 4-35
Down's syndrome children, birth to six years of age. (Can be replicated with school-aged children.)

RE-ED School of Kentucky - Kentucky 8-14
A short-term plan for the re-education of emotionally-disturbed/behaviorally disordered children.

Remediation for Children with Learning Deficits Through Precision Teaching: The Sacajawea Plan - Montana 8-15
A precision-teaching model designed to remediate and build basic tool skills through use of these components: (1) screening; (2) identification; (3) remediation; (4) continuous measurement; and (5) data-based decisions.

the Rutland Center -- Developmental Therapy Model for Treading Emotionally Disturbed Children - Georgia 8-16
A community-based psychoeducational facility which offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

School Volunteer Development Project - Florida 7-56
A delivery system of school volunteer services that directly addresses critical learner needs for grades K-6 in reading and mathematics.

project SHARE: Sharing High Yield Accountability with Resource Educators - Minnesota 8-17
An instructional process for remediation of basic skills in learning disabled students in mainstream education.

project Success for the SLD Child - Nebraska 8-18
A prescriptive program and classroom delivery system for K-3 pupils with specific language disabilities.

project Success: Handicapped - Washington 8-19
Low-cost academic and self-management programs for handicapped elementary school students.

PROJECT

ACTIVE: All Children Totally InVolved Exercising

descriptors

Physical Education
Individualized Instruction
Handicapped Children

target audience

Handicapped students and students of all abilities, pre-K through 12 -- a comprehensive individualized physical education program; and physical educators, special educators, recreation teachers, teacher aides, parents, and others working with the handicapped -- a teacher-training program.

description

A diagnostic-prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped individuals.

Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers: (1) a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program; (2) diagnostic-prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions; and (3) consultant services to assist implementers during the installation phase. Program strengths include: (1) extreme flexibility for adoption/adaptation; (2) a total curriculum package that can be implemented immediately at minimal cost; (3) compliance with the federal mandate requiring "written education programs for the handicapped population"; (4) the provision of unlimited support services (at no cost) to enhance successful implementation; and (5) accountability features to enhance administrator/community support. Student instruction is based on individualized-personalized teaching/learning strategies. Teacher training utilizes a competency-based instruction format (i.e., the program is structured to ensure that the trainees acquire the skills, knowledges, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies, and to prescribe motor, perceptual-motor, and physical fitness tasks accordingly.

Facilities/Installation: No special facilities are required. Comprehensive programs can be initiated in very limited space. A 30'x60' area removed from other teaching stations would be ideal. If P.E. equipment is available, cost per school varies from $50 to $300. Commitment: District commitment includes: implementation of at least one aspect of the ACTIVE Program in three or more classes that meet for three 20-minute periods per week for one year; the provision of the time necessary for the trainee to train at least one staff member; and pre-post data submissions to the project.

assurances/claims

Teachers: Eighty trained in 1973-74 pre- and posttested (Teacher Cognitive-Psychomotor Test); 80% mastery on 25 competencies. Students: In 1973-74, matched experimental and control groups pre- and posttested over a six-month period (Township of Ocean Motor Ability Test); experimental groups' performance comparable to normal students'; control-group gains minimal.

implementation requirements

Program installation is extremely flexible. The program may be implemented in one class, a school, or an entire district. Seven discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with the needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g., by inclusion of the ACTIVE program in the special education curriculum, or use of team teaching approach). Instructional facilities may vary from 30'x30' to 30'x60'.

financial requirements

Complete training model kit (nine manuals, two filmstrips, and two packets of spirit masters), $56.50. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary manuals are available. Unit orders available; must be prepaid.) Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used.

services available

An NDN-funded Developer/Demonstrator project. This project also receives Title IV-C funds for dissemination.

Awareness materials are available at no charge. Visitors are welcome at demonstration sites in project state and other states (notify two weeks in advance). Training is conducted at the project site (adopting site must cover visitation costs). Training is also conducted out-of-state (exemplary project staff travel and room/board costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid). Adopter districts are provided extensive follow-up services at no cost.

contact

Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Ocean Township Elementary School; Dow Ave.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

Developmental Funding: USOE Title III

USOE JDRP No. 74-97 Approved: 9/18/74

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PROJECT CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

descriptors

Interdisciplinary Approach
Learning Disabilities
Special Education

target audience Children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

description *A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.*

Because of the multi-causation factor present for many children with learning problems, the CSC concept was developed on the premise that the solution to such problems lies in an interdisciplinary team approach which focuses on the whole child in a single referral setting. These troubled children need to receive comprehensive, in-depth diagnostic and remedial services so that they can become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology with consultation from medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Educational Plans (IEP) for students with special needs.

(The Developmental Play, DP, and Positive Alternatives to Suspensions, PASS, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

assurances/claims On posttest scores, participating children gained in: (1) intellectual functioning as measured by the Wechsler Intelligence Scale for Children; (2) learning abilities as measured by the Detroit Tests of Learning Aptitude; (3) reading achievement as measured by the Gilmore Oral Reading Test; and (4) productive social/emotional behavior as measured by Teacher and Parent Rating Scales.

implementation requirements The adopting district must have a minimum of four pupil services and exceptional student education personnel from different disciplines with a motivation to become an effective team for children with multifaceted learning problems. This potential Child Study Team must become familiar with the Child Study Center Manual. A visit to the project site for training is recommended.

financial requirements The per-learner start-up costs of $22.86 are one-time expenses and are computed on the projected number of students to be served during the first three years of operation. The per-learner monthly opertional costs of $42.21 include the salaries of all Center personnel. Adopters are encouraged to consider reallocating human resources to minimize financial expenditures.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact Ralph E. Bailey, Director, Pupil Personnel Services Demonstration Project; All Children's Hospital; 801 6th Street South; St. Petersburg, FL 33701. (813) 821-5260 or 442-1171.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

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PROJECT ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

descriptors

Educable Mentally Handicapped
Individualized Instruction
Community Involvement

target audience

Mildly handicapped students, grades 1-6. Primary target group: educably mentally handicapped, learning-disabled, emotionally disturbed. (Centers are being established at secondary level with same basic design.)

description

A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domain. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; its design is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs.

Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students.

One of the concepts that make the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. This teacher will remain as the youngster's homeroom teacher, even though the youngster will spend time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, this teacher has a responsibility to monitor the student's total program. Parental communication is mandated by at least four home contacts during the year. Due to their role in the program, the regular classroom teachers have become more knowledgeable about handicapping characteristics and more competent in working with handicapped students.

assurances/claims

Student growth in academic, behavioral, and self-concept areas, based on pre-post scores. Parent and teacher support very positive. (Data available upon request.)

implementation requirements

At least three people will attend a three-day workshop. Trainees will include an administrator, a regular classroom teacher, and a special education teacher. Location and costs to be arranged. Adopter agrees to use same student evaluation scale as project and to furnish results for comparison. D/D agrees to three days' consultation during the first year of adoption at the site. Program requires district commitment and recommends operating in one building the first year. A classroom, a qualified teacher, an aide, and a variety of materials are required.

financial requirements

District must employ teacher and aide. Materials and supplies cost $5,000 initially. Other costs depend on what adopter has available, such as furniture for room of 15, audiovisual equipment, etc. In D/D district, cost would be $20,000 for teacher, aide, and materials during first year.

services available

An NDN-funded Developer/Demonstrator project.

Initial awareness material (brochures, videotapes, live presentations) are available at no charge. Awareness manual and one-day conference (at project or adopter site) are also available (costs to be arranged). Visitors welcome by appointment at several sites. After signing of adoption agreement, a three-day workshop is offered at project or adopter site (costs to be shared). Three days of consultation are free during first year, as long as funds are available.

contact

Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NB 68046. (402) 339-3411.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-84   Approved: 6/6/74

Compiled Winter 1977

PROJECT FAMILY-ORIENTED SPECIAL EDUCATION PRESCHOOL PROGRAM (formerly UNISTAPS)

descriptors

Family Involvement
Community Cooperation
Teamwork

target audience Parents and extended family of preschool children with developmental communication disorders -- including the hearing impaired, the visually impaired, and a mixed population of the multi-handicapped.

description *A program serving moderately and severely handicapped preschoolers (0 to 4 or 6 years of age) and their families, with a variety of service options being provided by a multidisciplinary team.*

Formerly in two locations, this project is now operating solely as a laboratory project. The program is family-oriented and noncategorical, assuring individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors for program options, including center-based nurseries (language/cognitive; social/adaptive) and a pre-kindergarten transitional program.

Counseling, education, and guidance of parents assure active family participation in the program, including individual parent-teaching sessions, weekly parent meetings, couples' evenings, and "men only" meetings. Parents and staff plan the nine-month parent-education program at three-month intervals, using an interactional intervention model.

assurances/claims Written objectives meet standards in the following areas: clinical assessment, education, interagency communication/coordination, program management. Child assessment: Preschool Attainment Record, Merrill Palmer, Minnesota Child Development Inventory, Video Tape Rating Scale. More than 50% of the hearing impaired (deaf/h-of-h) "graduates" are integrated into elementary schools.

implementation requirements Beginning programs would be encouraged to start by implementing only portions of the program. The use of a multidisciplinary staff would depend upon available resources, and ideally would be hired and contracted for. Facility requirements would depend upon the extent to which the programs were being implemented. Anyone interested in specifics regarding staff qualifications, staff inservice training, facility requirements, or other implementation concerns, should contact the program coordinator.

financial requirements Per pupil cost (1974-75 evaluation) estimated at $2,339.80, including multidisciplinary team, evaluation consultant, inservice, report writing, travel, and collection of evaluation data.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses are covered). Outreach activities can be conducted only on a limited basis.

contact Lou Erikson, Coordinator; Special Education Preschool Program; 830 N.E. Broadway; Minneapolis, MN 55413. (612) 379-4131.

Developmental Funding: USOE Handicapped Title VI-C USOE JDRP No. 75-48 Approved: 5/15/75

Compiled Winter 1977

PROJECT PROJECT LEARNING DISABILITIES: Early Identification and Intervention

descriptors

Learning Disabilities
Identification
Regular Class Placement

target audience

Students with learning disabilities, grades K-2.

description

An early identification program for students with learning disabilities.

Project Learning Disabilities' overall goal was to identify students with learning disabilities in the kindergarten, and provide special instruction within the structure of the regular classroom and/or resource room. To achieve this goal, activities were conducted in the student, teacher, and parent components. The objectives were as follows: (1) The objective of the student component was to improve the achievement skills, social skills, and self-concepts of children with learning disabilities. (2) The objective of the teacher component was to improve the classroom teachers' competencies in applying remediation techniques to children with learning disabilities in their classrooms. (3) The objective of the parent component was to involve parents in the education of their children so as to increase their understanding of characteristics of children with learning disabilities, the need for learning disabilities programs, and child-rearing techniques for children with learning disabilities.

Activities for the student involved the development and implementation of individual prescriptions. Regular classroom teachers were trained to identify and remediate the learning-disabled student. Resource teachers were employed to act as consultants and helpers to certain assigned classroom teachers who taught the target students. The resource teachers wrote instructional prescriptions for the target students, reviewed the prescriptions with the classroom teachers, and trained them in the use of the prescriptions. Parents were actively involved in the education of their child as they visited the classroom and participated in training sessions.

assurances/claims

The evaluation plan for the first year of the project was a pre-/posttest designed from data collected from target students in areas of achievement skills, social skills, and self-concept. Results on the Walker Readiness test indicated that students gained more in achievement than expected. Results of the Thomas Self-Concept test and a social rating scale showed significant gains.

implementation requirements

Adopting administration must be committed to starting a learning disabilities program and to setting up an evaluation plan for adopting district. Staffing requires a certified special education teacher. Facilities and space found in any typical elementary school are adequate to the program's needs. Program can be adopted by one elementary school in a system or can be adopted by all elementary schools in a system.

financial requirements

Start-up cost varies according to personnel available. School districts must have special education teachers and qualified personnel to evaluate students. Cost of equipment and materials for resource room also varies according to needs assessment. A wide variety of commercially available materials already found in most classrooms are used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available; curriculum materials are available to adopters. Visitors are welcome by appointment at developer site. One/two-day training sessions are held at developer's site or at adopter's site. Follow-up technical assistance to adopter is available. Travel expenses for training at adopter site must be paid by LEA and/or facilitator.

contact

Anna Hundley, Coordinator; Project Learning Disabilities; 731 St. Charles Ave.;
New Orleans, LA 70130. (504) 524-8592, ext. 351.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 9 Approved: 4/19/73

Compiled Winter 1977

PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

descriptors Communication Skills
Performance Based Education
Parent Participation

target audience Language-handicapped students, pre-school to adult.

description *A special program for training staff to work with students having language disabilities.*

This project is based on materials and instructional programs of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient children acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing teachers with materials, an objective of the project is to provide teachers with an instructional strategy, and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language-delayed, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individual. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

(The project was originally developed in Eastern Pennsylvania through the Central Susquehanna Intermediate Unit, but has been adopted by many other districts throughout the United States.)

assurances/claims Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test (PCLT). Mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains. Data collected over a two-year period. (Students had varying language disabilities.)

implementation requirements Initial four- to five-day training workshop required. Follow-up on-site visits planned in relation to the needs of the adopter. From two to four instructors should be selected for additional training, so that they in turn can become trainers of new people in the district. Minimum unit for training is 20.

financial requirements Monterey Language Program Starter Kits, $100 for each project participant. Area must contract with Monterey Learning Systems for training aspects of project. The only other expense of initiating the program is development of a reinforcement menu.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available (at shared cost). Visits to sites where project has been adopted can be arranged through Monterey Learning Systems. Training is conducted at project site (adopter must cover all trainer costs, as well as own costs). Staff available on a limited basis to attend awareness meetings with potential adopters.

contact Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-8980.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 6 Approved: 4/16/73

Compiled Winter 1977

PROJECT NORTHWEST SPECIAL EDUCATION (NWSE)

descriptors

Learning Disabilities
Teacher Education
Regular Class Placement

target audience

Originally validated for students having Specific Learning Disabilities (SLD) in a K-12 program. Program implemented by all classroom teachers with specialized support from Learning Disability personnel using the project training kit.

description

A systematic way for training classroom teachers to focus on Specific Learning Disability (SLD) students.

Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have Specific Learning Disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers in efforts toward compliance with the "Bill of Rights for the Handicapped," PL 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized Specific Learning Disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach is crucial for student and teacher growth.

Project NWSE provides a framework which describes a process for personalizing instruction. The critical elements of the process are assessment, programming, and evaluation. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. A training kit is available that provides the manual and forms needed for implementing the NWSE process.

Adoption of the NWSE project becomes a "course in a child" as the teacher approaches the child in a systematic way in order to determine how to teach him effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, and limitations, and the specific classroom situational factors the student encounters. The project format enables the learning specialist to help the teacher to begin developing the ability to conceptualize a child's problem.

assurances/claims

Pre-post evaluation data (1971-77) on criterion-referenced and some selected standardized tests (WRAT, Key Math, etc.) for students (grades 1-8) from middle-income, rural, and urban areas who have been identified as having specific learning disabilities shows the criterion in each instance represented a sizeable gain, since these students do not learn incidentally in regular classrooms.

implementation requirements

Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment should be demonstrated by the following: needs assessment; time for staff development; budgeting of funds for materials and travel. The program may be implemented by classroom teachers with specialized support from special education personnel. Facilities and space found in schools will be adequate. Staff training is considered necessary both prior to and during implementation, with follow-up and monitoring activities. The program can be adopted by an individual teacher.

financial requirements

NWSE Training Kit (in revision, available late 1977, estimated cost $15, may be reproduced) one per adopter. Staffing and facilities found at school site generally adequate. Staff training (three days) and follow-up (two days) with travel and per diem costs for trainer, and staff release time. Five commonly used commercial tests are needed; cost for all is about $20, if not available.

services available

An NDN-funded Developer/Demonstrator project.

The materials are: brochures, mini-project descriptive booklets, and Training Kits. Three-day implementation training is provided and evaluated by project staff with follow-up and monitoring activities. Visitation at the demonstration site is available. Technical assistance is available upon request.

contact Joan Bonsness, Project Director; Northwest Special Education; Box 585; Lignite, ND 58752. (701) 933-2532.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-7 Approved: 1/15/75

Compiled Winter 1977

PROJECT OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

descriptors

Learning Disabilities
Diagnostic Teaching
Learning Laboratories

target audience

Learning-disabled students, secondary school, grades 7-12.

description

An alternative, individualized diagnostic-prescriptive teaching intervention system that has proven highly successful with learning disabled adolescents.

The major goal of this project is to provide each identified learning disabled student of secondary school age within the target population with a specific prescriptive learning program that will enable that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic-prescriptive intervention system. Components include: (1) a professionally-staffed learning lab; (2) a diagnostic-prescriptive team composed of a psychoeducational evaluator and a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students; and (3) a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those with normal or potentially normal intelligence who, because of some neuropsychological factor, were noted in a psychoeducational evaluation to have learning disabilities of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic-prescriptive project follows, where possible, the curriculum offered in the regular classroom. A student with a reading disability might spend two periods daily in the learning lab during English and social studies periods. Another student with a math disability might spend only one period each day in the learning lab during regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and learning lab classrooms. The content for the learning lab is determined by a prescription from the prescriptive teacher aimed at helping the student either remediate or compensate for his/her learning disability.

assurances/claims

A three-year evaluation design showed: (1) a significant increase in verbal I.Q. and reading achievement as compared to a control group (actual gain in reading achievement 274% of expected gain); (2) a reliable increase in areas of personal and social self-esteem, and (3) one in five students in program (18%) is successfully mainstreamed after one year in the program.

implementation requirements

(1) a classroom for use as a learning lab; (2) a certified LD teacher to staff the learning lab and a prescriptive diagnostician to write and follow up on prescriptions; (3) training (a three-day workshop) from the Oklahoma Child Service Demonstration Center; (4) equipment and materials appropriate for LD adolescents; (5) a commitment to the model and its use in the adopting school district; (6) expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter's site; and (7) pre/post Wide Range Achievement Test scores of all students in program made available to developer project. Adaptions possible.

financial requirements

Start-up costs (excluding salaries) will vary from $500 to $2,500 per learning lab to provide for equipment and materials. A variety of high interest, low vocabulary commercial materials are recommended for this program. Equipment consists of tape recorders, language masters, filmstrip viewers, and calculators -- all commonly found in learning labs.

services available

An NDN-funded Developer/Demonstrator project.

Visitors are welcome -- appointment requires one week's notice. Training (three-day workshop) may be provided either at project site (adopter pays own cost) or adopter site (project staff costs must be paid). Project staff members are available for awareness conferences both in- and out-of-state (expenses must be partially subsidized). Awareness brochure (no cost); Multi-Media Materials Catalogue, $3; I Used To Could Spell Wensday (catalogue of teacher and student made materials), $3; booklet of "Teacher Training Handouts," $1; booklet of "Diagnostic Evaluation Forms," $1; and a series of videotapes, $1.50 each for three-week loan.

contact

Jim D. Mason, Developer Demonstrator Director; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3; Cushing, OK 74023. (918) 225-4711 or (918) 225-1882.

Developmental Funding: USOE Handicapped Title VI-G USOE JDRP No. 76-103 Approved: 10/18/76

Compiled Winter 1977

PROJECT PA: PROJECT ADVOCATE -- Northwestern Illinois Association

descriptors

Diagnostic Teaching
Behavior Change
Parent Associations

target audience

Students from preschool to tenth grade (ages 4-16) with severe emotional or behavioral disorders.

description

A consistent, data-based, intensive learning environment for students.

PA is a short-term (two- to three-semester), self-contained, regional special education program for severely behavior-disordered students. Referrals prevent extrusion into hospitals or residential facilities. Students are referred because they: are non-compliant, swear, talk back, pester, disrupt classroom environment, destroy property, steal, or are physically abusive. Most have difficulty with authority figures and have "control" issues; however, they are not hard-core delinquents, psychotic, or autistic. The student body is multiracial.

Through structure and the reinforcement of positive interactions, students are assisted in making adaptive decisions. PA uses positive reinforcement and a token economy. Students are on a behavioral-level system. Each level has more privileges. Quiet-training procedures are utilized for disruptive behavior: chair in corner, mat, or time-out room.

The four major aspects of the program are: (1) academics; (2) social behaviors; (3) affective curriculum: decision making, values, relaxation training via group process; and (4) parent groups (teaching child-management skills). Behavioral objectives are reviewed four times per year and revised as necessary. The techniques and procedures are derived from Experimental Analysis of Behavior, Broad Spectrum Behavior Therapy, and Humanistic Education (including autogenic training).

PA support staff integrate students into LEA programs in the home community and provide intensive follow-up consultation.

assurances/claims

One month academic gain per month. In 1977-78, using Brigance Diagnostic Inventory of Basic Skills, 80% decrease in inappropriate behaviors. By end of second semester, 85% of students completing assignments with 90% of work correct. Improvements in parent-child management skills to be evaluated via home observations and self-report data. Population: low-income urban.

implementation requirements

May be adopted by school, district, or co-op. (1) Staff: Administrator, diagnostic consultant, and parent-student counselor: MA and two to four years' experience. Teachers: BA certification in BD or LD. Aides (one per class): high school diploma. Speech therapist: MA. (2) Inservice Training (before initiation of program) 40-60 hours. (3) Software: Intake criteria and checklists; token economy; parent-school contract. (4) Parent Groups: $33 per parent (for observers, babysitters, transportation, and possible cash bonus for parents -- this figure exclusive of costs for part-time secretary and counselor to work with parents).

financial requirements

For 65 students: instructional materials, $1,000; inservice software, $500; affective curriculum (start-up), $500. Salaries will fluctuate. Gross cost per student per school year, $5,000-$6,000 before state and/or federal reimbursement for personnel and extraordinary services for students.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost. Visitors are welcome by appointment. Training or consultation may be conducted at project site or adopter site (adopter must cover all training costs as well as own costs).

contact Mark L. Becker, Project Advocate; 210 S. Sixth St.; Geneva, IL 60134. (312) 232-7997.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 75-61 Approved: 7/24/75

Compiled Winter 1977

PROJECT

PEECH: Precise Early Education for Children with Handicaps

descriptors

Early Childhood Education
Special Education
Family Involvement

target audience

Handicapped children ages 3-6 and their families.

description

An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

The PEECH Project serves handicapped children 3-6 years of age, functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based round-ups designed to screen all young children. Children identified as high-risk receive an in-depth psychoeducational assessment to determine eligibility.

Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations of each child. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Instruction is provided through preplanned evaluation sessions, a small student/teacher ratio, a positive approach to behavior management, a comprehensive record-keeping system, extensive training and involvement of paraprofessionals as teachers, and internal and external evaluation.

Families are involved through an extensive individualized program. Parents have input into the educational program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents interested in books and tapes for themselves, as well as in books, records, and toys for their children.

One staff member should be assigned the responsibility (and time) for (1) coordinating screening, child assessment, classroom programming, staff training, and evaluation; and (2) acting as liaison with the PEECH demonstration site. Optimal staffing would include one head teacher and one paraprofessional, with ancillary service from a speech and language therapist, psychologist, social worker, and occupational therapist; but a basic program can be implemented by a trained teacher and paraprofessional alone.

assurances/claims

The mean I.Q. of children enrolled in one PEECH classroom was 87, with a range from 35-125. Posttests revealed a gain of 9.1 points (for a posttest range of 47-136). Of these children, 86% entered a regular educational program, with only 14% being placed in a special program.

implementation requirements

Sites must independently identify a source of funding and administrative support for the hiring and training of staff; must screen and identify children, and must provide classrooms to conduct program.

financial requirements

The project disseminates a variety of manuals, including: Administration, Evaluation, Classroom Planning and Programming, and Parent Involvement (cost per book, $3-$6). Commercially available: Goal Language Kit, Learning Language at Home, Creative Games for Learning and Karnes Early Language Activities.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted both in- and out-of-state (exemplary project staff costs must be paid); training is conducted at the University of Illinois site (adopting site must cover own costs). Project staff can attend awareness conferences (expenses must be paid).

contact

Merle B. Karnes, Director, PEECH; Institute for Child Behavior and Development; University of Illinois, Colonel Wolfe School; 403 East Healey, Champaign, IL 61820. (217) 333-4890.

Developmental Funding: USOE BEH

USOE JDRP No. 75-74 Approved: 11/10/75

Compiled Winter 1977

PROJECT

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

descriptors

Paraprofessional School Personnel
Communication Skills
Speech Impairment

target audience

Speech clinicians and administrators

description

A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech problems. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days, followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85 percent of their time in group speech sessions and only 15 percent in individual therapy sessions. Two years after the project started, the figures were almost reversed, with 85 percent of the treatment in individual therapy and 17 percent in group.

assurances/claims

Data show that children with minor problems can correct a sound in eight weeks at a 96% correct criterion. After a year in operation, 46 percent of the moderately disordered children were dismissed from therapy. A year earlier, only 23 percent were considered eligible for release from the program.

implementation requirements

Hiring, training, inservice, and scheduling of communication aides. This takes approximately one month for speech clinicians to implement. No special facilities are required.

financial requirements

Approximately $4,500 per communication aide; includes training, salary, and materials for 70 children. Commercial as well as locally-prepared materials and record-keeping forms may be employed.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome anytime. Training is conducted at the project site (costs to be arranged). Training is conducted out-of-state (costs to be arranged). Project staff can attend out-of-state conferences.

contact

Kenneth D. Barker, Supervisor; Clinical Speech Services; Area Education Agency #16; 1340 Mt. Pleasant St.; Burlington, IA 52601. (319) 754-5771.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-117 Approved: 12/6/74

Compiled Winter 1977

PROJECT RE-ED SCHOOL OF KENTUCKY

descriptors

Management By Objectives
Individualized Instruction
Parent Participation

target audience

Pupils in grades 1-6, of average or above-average academic/intellectual potential, exhibiting characteristics of emotionally disturbed/behaviorally disordered children as defined by state guidelines, particularly age-inappropriate behavior.

description

A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.

RE-ED School is a regional (seven-county) program intended to provide short-term treatment classes for emotionally disturbed/behaviorally disordered children unable to function in regular classrooms. Its objective is to help such children to achieve just enough reorganization to allow them a higher probability of success than of failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Meetings with parents are designed to encourage positive parental behaviors and management.

Individualized academic and behavior-change programs, based on problem identification and education pretesting, are employed. Goal-oriented records are kept for each child by a team composed of liaison teacher/counselor, day teacher, children's program specialist, educational specialist, and others.

RE-ED is the only facility in the nation that has taken a mental health concept into an educational setting, and has successfully enjoined the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed/behaviorally disordered children. Children are referred through the local school, with parental permission. The program includes an individual educational plan. These plans begin and end with parental participation, group dynamics, and therapy at a comprehensive care center, if needed. Monthly written reports are sent to the referring teacher regarding the child's behavioral and academic achievement. Parents are involved in child-management programs. Visits to RE-ED by the referring school's counselor, principal, and teachers are geared to keep parents and school secure in the belief that the child belongs to them, and that RE-ED is the least restrictive placement.

RE-ED has an impressive record of stopping downward trends in achievement, and of changing the pattern of failure to one of academic success.

assurances/claims

From 1973-76, 177 RE-ED children were pre- and posttested (Peabody Individual Achievement Test). During an average time of 4.16 months, these children gained at least four months academically. Behavior checklists used to evaluate behavioral change on a weekly basis revealed that 80% of the students had attained behavior satisfactory for adjustment in a normal classroom setting.

implementation requirements

An individual teacher, a school, or a school system can implement the basic concepts of Project RE-ED. Implementation requires awareness activities, training, and consultation. Designated trainers will conduct sessions at adopter site. Adopters may participate in on-site training at RE-ED School, actually seeing RE-ED students and faculty accomplish our objectives. Training sessions will cover our philosophy, objectives, and parent- and student-oriented approaches successfully used to change behaviors.

financial requirements

The cost of material and equipment will vary. We use a wide variety of commercially available materials already found in most classrooms. Staffing according to state requirements.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. On-site visitations are welcome 8:00 a.m.-4:00 p.m. Project staff are available to attend out-of-state awareness meetings at no cost. Training and implementation services are available at both project and adopter sites at no cost. Also available: consultation services and training via telephone.

contact Donald Alwes, Director or Pallen Nubia Starks, Dissemination Coordinator; Project RE-ED; 1804 Bluegrass Ave.; Louisville, KY 40215. (502) 368-2591, 368-2592.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 39 Approved: 4/9/73

Compiled Winter 1977

PROJECT

REMEDIATION FOR CHILDREN WITH LEARNING DEFICITS THROUGH PRECISION TEACHING: THE SACAJAWEA PLAN

descriptors

Precision Teaching
Basic Skills
Handicapped Students

target audience

Students of all abilities. Originally approved by the JDRP as a K-3 program, the program now operates as a K-8 program.

description

A precision-teaching model designed to remediate and build basic tool skills through use of these components: (1) screening, (2) identification, (3) remediation, (4) continuous measurement, and (5) data-based decisions.

The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only to identify these students, but also as remediation tactics. ("Precision teaching" is a set of measurement procedures that is based on direct and daily assessment.) A resource room was provided for students with more severe learning deficits, while the regular classroom dealt with basic skills and minimal problems. One-minute practice sheets were used extensively as a means of building basic tool skills to a level where the student could compete within the regular classroom. Direct and daily measurement procedures were employed, using both the manager and the student for recording and charting. Curricular decisions were based on available data.

Resource teachers as well as regular classroom teachers use precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

assurances/claims

Of the 19 experimental-control-group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 of the experimental groups were superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior to the control group in 79% of variables measured. Regular classroom data also available.

implementation requirements

An adoption commitment can be made by any unit, such as a district (urban/rural), school building, or classroom. Units for on-site training purposes should be limited to approximately eight people, including an administrator and a support person (e.g., psychologist), along with several regular and/or special-education teachers. Three days' on-site training at the developer site is required, with three additional days for follow-up training. Equipment costs are minimal and, in most cases, existing facilities can be used. Units would be required to implement the major components noted under Description.

financial requirements

(1) One Precision Teaching Materials Notebook per unit (includes 500 of the most-used practice sheets), $15 (copies can be reproduced); (2) Other curricula (practice sheets), 5¢/copy, plus postage; (3) One-minute timer or stop watch (optional); (4) Chart paper, $30/ream; (5) Washed X-ray film, $35/package of 30; (6) Exportable Training Packet, $4.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training is conducted at the project site with follow-up at the adopter site. Awareness training is conducted out-of-state (costs to be arranged). Project staff are available to attend out-of-state conferences or workshops (costs to be arranged).

contact

Ray Beck, Project Director; Precision Teaching Project; Special Education Center; 801 2nd Ave. North; Great Falls, MT 59401. (406) 791-2270.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-25 Approved: 5/6/75

Compiled Winter 1977

PROJECT THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

descriptors

Psychoeducational Processes
Developmental Psychology
Emotionally Disturbed Children

target audience

Severely emotionally disturbed or autistic children birth to 14 years of age, their families, and teachers.

description

A community-based psychoeducational facility which offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

The Rutland Center Developmental Therapy model is the result of eight years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth. It is used in a classroom setting with five to eight individuals in a group and is based on the assumption that young disturbed or autistic children go through the same stages of development that normal youngsters do, but at a different pace. The curriculum guides treatment and measures progress by focusing on the normal developmental milestones which all children must master. By doing so Developmental Therapy has established itself as a "growth model" rather than a "deficit model." The model is composed of four curriculum areas (behavior, communication, socialization, and pre-academics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This "school followthrough" aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, two resources are available which emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. (1) The National Technical Assistance Office offers four types of technical assistance to the Rutland Center Developmental Therapy model to treat severely emotionally disturbed preschool children. This assistance, including information dissemination, program planning and design, training, and program evaluation, is provided through site visits and exchanges of audiovisual materials. (2) The Developmental Therapy Institute uses the Rutland Center Developmental Therapy model to provide on-site, year-long training assistance to individuals, schools, and agencies concerned with personnel training for school-age severely emotionally disturbed and autistic children. The Institute staff provides assessment of training needs, designs an inservice instructional sequence suited to agency and trainee needs, and implements the training program at the agency site with periodic visits.

assurances/claims

The model assumes five distinct stages. Progress through stages is measured by the Developmental Therapy Objectives, 146 statements outlining a sequence of developmental milestones. Mastering these objectives makes normal growth possible. Each child's treatment focuses on appropriate objectives, and children are grouped by similar major objectives. Data collected clearly show sequential mastery and steady progress by children.

implementation requirements

Agencies interested in adopting the Rutland Center Developmental Therapy model must (1) use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; (2) provide referral, intake, and diagnostic services; (3) provide a minimum of one supervisor, two teachers, and two support personnel; (4) arrange for release time for the training; (5) include parents and regular teachers in the treatment process. Travel expenses are negotiated separately as these costs are relative to the number of instructional staff and on-site visits needed and the distances involved.

financial requirements

The cost of the program in fiscal year 1977 was $797 per child, including diagnostics, services to parents and children, teachers, and program evaluation. Cost based on operating the 24 centers supported totally by state funds. (Georgia Psychoeducational Center Network.) Cost of model implementation in other states ranges from $800-$2,000 per child.

services available

No special network funding supports this project's dissemination efforts.

Written and audiovisual materials describing the model are available. Rutland Center welcomes visitors by appointment. Training is conducted both at the Center and out-of-state. Staff can attend out-of-state conferences depending on focus and audience.

contact Mary M. Wood or Anthony G. Beardsley; Division for Exceptional Children, Univ. of Georgia; Athens, GA 30602. (404) 542-1685, ext. 76.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-63 Approved: 9/3/75

Compiled Winter 1977

PROJECT

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

descriptors

Basic Skills
Diagnostic Teaching
Learning Disabilities

target audience

Administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities. Emphasis is on preschool through grade 8.

description

An instructional process for remediation of basic skills in learning disabled students in mainstream education.

Project SHARE is a process. Its special education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project-designed task ladder guides pinpoint a student's instructional starting point. A student's best learning mode and his most-handicapping learning modes are quickly identified. Skill efficiency and accuracy are determined -- a Project SHARE key difference.

Field-determined minimum basic-skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic-prescriptive process. The SHARE process speeds remediation of basic skill learning and produces cost-effectiveness data. Computerized evaluation is available.

Average gains for learning disabled students have been 1.3 grade levels in reading in 26 hours of teaching and a 1.3 grade-level gain in math in 31 hours.

assurances/claims

Product evaluation based on test-retest information, beginning and end performance rates by level of difficulty, and subjective evaluation of the referring teacher. Evaluation was conducted on an average number of 1,200 students in a rural Special Education Cooperative in Minnesota, 1970-75. Evaluation computerized by International Management Systems, Kansas City, KS.

implementation requirements

On-the-job training is given in diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. One-to-one tutoring is used primarily. The session is highly structured, but the tutor operates freely within the planned structure. Three adoption training sessions, with practice between them, are most effective. Ten trainees maximum per session. Various follow-up options are possible.

financial requirements

Costs will vary with available staff, and are minimal -- no more than $5 per teacher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out-of-state (project staff expenses must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Marvin Hammarback, Director, or Fay Hammarback, Coordinator, Project SHARE; R. R. 1, Hendrum, MN 56550. (218) 784-4876

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-31 Approved 5/13/75

Compiled Winter 1977

PROJECT PROJECT SUCCESS FOR THE SLD CHILD

descriptors Learning Disabilities
Teacher Education
Language Arts

target audience K-9 pupils with specific language disabilities.

description *A prescriptive program and classroom delivery system for K-9 pupils with specific language disabilities.*

Project Success provides a prescriptive program and classroom delivery system operating in three areas: (1) structural linguistic language program with a multisensory approach, integrating all aspects of language -- reading, writing, speaking, and listening; (2) motor perception training and adaptive physical education, emphasizing the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and (3) technique modification in other curriculum areas to allow SLD students to capitalize on strong modalities. This individualized learning program will keep the child functioning in an adequate manner within the educational mainstream.

assurances/claims A copy of our validation report is available upon request. Project Success was evaluated for five years. The data was designed to test each project objective.

implementation requirements Implementation varies depending upon the needs and outcomes desired by the school. As a mainstream approach no additional staff is needed. Training of the teachers using the project is approximately 25 hours. The Project Success Adoption Manual defines the adoption process related to different kinds of adoptions.

financial requirements Cost varies according to: (1) materials the school already has; (2) the level of adoption; (3) the number of students included; (4) type of adoption desired.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Staff may attend a limited number of awareness sessions. Training is available at the adopting site and the project site. Materials may be purchased by interested adopters.

contact Richard Metteer, Director, Project Success; Wayne Middle School; 312 Douglas; Wayne, NB 68787. (402) 375-2230.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 14 Approved: 4/9/73

Compiled Winter 1977

PROJECT PROJECT SUCCESS: Handicapped

descriptors Handicapped Children
Basic Skills
Tutors

target audience Children with reading, math, handwriting, and self-management difficulties, grades K-6.

description *Low-cost academic and self-management programs for handicapped elementary school students.*

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon successfully mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in both assessment techniques and assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in the classroom.

assurances/claims Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

implementation requirements If all academic and self-management programs were adopted in a district, at least one certified person per elementary building (every 450 students) would be needed. To operate only academic programs, one half-time certified person and one aide per building served would be needed.

financial requirements Start-up cost for both assessment and assistance components averaged $4 per pupil. The per-learner operational cost for various assistance programs (based on 200-300 pupils) was approximately $14 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300. Replacement costs for consumable items will be approximately $37.50 for ten students per year.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Ronald Smith, Director of Special Services, North Kitsap School District No. 400; 150 High School Road South, Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-28 Approved: 5/7/75

Compiled Winter 1977

SECTION 9

SPECIAL INTERESTS: ARTS, COMMUNICATION SKILLS, TECHNOLOGY*

project Adventure - Massachusetts 5-3
An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

Focus Dissemination Project - Minnesota 1-9
A successful high school program for dealing with disaffected youth.

HOSTS: Help One Student To Succeed - Washington 7-30
A diagnostic/prescriptive/tutorial approach to basic reading skills.

Institute for Political and Legal Education (IPLE) - New Jersey 1-10
A secondary social studies program designed "to turn students on to active citizenship."

IRIT: Intensive Reading Instructional Teams - Connecticut 7-36
A laboratory project for third- and fourth-grade students with difficulty in reading.

Media Now - Iowa 9-3
A course of study in the mass media.

Occupational Versatility (O.V.) - Arizona 3-7
An exploratory, pre-vocational experience for all students in a general, multiple-activity, industrial arts shop.

Positive Attitude Toward Learning (PATL) - Illinois 6-12
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

the Rutland Center -- Developmental Therapy Model for Treating Emotionally Disturbed Children - Georgia 8-16
A community-based psychoeducational facility which offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

Urban Arts Program - Minnesota 1-14
A program used to improve the working relationship between schools and community arts facilities.

Value Analysis Program - Utah 9-4
A program offering students a sound, systematic, and practical way of analyzing value-related public issues and personal problems.

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*Projects with multiple emphases may be listed under more than one section.

PROJECT MEDIA NOW

descriptors

Communication Skills
Educational Alternatives
Writing Exercises

target audience

Media Now was designed and approved by the Joint Dissemination Review Panel as a high school course for the tenth, eleventh, and twelfth grades, but elementary and junior high schools are presently using selected modules to fit their special curriculum needs. Media Now has also been adapted to specialized college and university programs, and has been used successfully with gifted students.

description

A course of study in the mass media.

The mass persuaders of Film, Radio, and TV constitute the major course emphasis. The course may be used as either a semester-long or full-year course; or any of the seven individual modules can be employed in an existing course structure.

Built around the concepts of individualized instruction, performance objectives, and learning by doing, the course has been thoroughly tested and validated in the classroom. Media Now includes fifty "learning-activity packages," organized into seven modules, which include: media hardware, production, genre, evaluation, interpretation, aesthetics, and presentation. It helps students recognize the power of the mass media, and how to put that power to work for society. When students see how a message is produced, how much work and discipline it takes, how creative one must be to make a good film, TV program, or radio spot -- they begin to evaluate, interpret, analyze, and appreciate media forms, and learn how to communicate with and through them.

Media Now--Major Objectives: (1) Students will improve their knowledge of mass-media terminology and techniques more than will a group of comparison students not participating in the program (statistical significance of .05). (2) Students will demonstrate increased production abilities more than will a group of comparison students. (3) Students will decrease their susceptibility to persuasion by the mass media more than will a group of comparison students (statistical significance of .05). (4) Students will increase their positive attitudes toward media more than will a group of comparison students (.05 significance level).

There are 623 tasks designed into the Media Now course, organized into a performance hierarchy of four levels. They are, in descending order: course objectives, module objectives, LAP (Local Adoption Plan) objectives, and student involvements (or activities). Student involvements are presented in the student guide (SLAG), the LAPs, and a resource manual (SLAB). Research shows that the Media Now Course of Study provides students with the knowledge and skills required for informed media consumption and skilled media production. Research also indicates that an individualized approach to learning is an effective method for presenting course material in the study of mass media.

assurances/claims

Research (1972, 1974) employed a pre/posttest control-group design; testing included 25 Iowa high schools, encompassing inner-city, suburban, large rural, and small rural districts. Field testing and evaluation have included 140 Iowa school districts. Significant gains (as compared with control students) were scored by Media Now students for the four objectives listed above.

implementation requirements

An adopter of Media Now will need to purchase one Media Now Course of Study, which includes fifty packages and appropriate manuals. The program can be adopted by an individual teacher, or may be used in a team-teaching approach. At least two staff members from a school will be trained in a two-day workshop. Media Now can be used in a normal classroom setting where minor furniture movement is possible. Darkroom facilities are helpful, but not mandatory.

financial requirements

Media Now Course of Study, $750; additional Student Learning Activity Guide (SLAG), $5 each (one per student recommended); additional Student Learning Activity Book (SLAB), $5 each (one for every two students recommended); additional Teacher Activity Book (TAB), $8 each.

services available

An NDN-funded Developer/Demonstrator project

Awareness materials are available at no cost. Visitors welcome by appointment. Awareness conferences conducted at out-of-state sites (costs to be arranged). Training is conducted at adopter sites or at project site (costs to be arranged). Training and awareness conferences also conducted at national training site, Northwestern University, Evanston, Illinois.

contact Ron Curtis, Director of Education; Southwest Iowa Learning Resources Center, 401 Reed St.; Red Oak, IA 51566. (712) 623-4913.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-34 Approved: 5/13/75

Compiled Winter 1977

PROJECT VALUE ANALYSIS PROGRAM

descriptors

Values
Decision Making
Critical Thinking

target audience

Students of average abilities; median annual income of parents ranges from $8,000 to $22,000. Originally approved by the JDRP as a high school program, but since that approval, has been used in junior high and adapted to the fourth-, fifth-, and sixth-grade levels.

description

A program offering students a sound, systematic, and practical way of analyzing value-related public issues and personal problems.

Very often, a student's approach to analyzing both value-related public issues and personal problems is disjointed and haphazard. The Value Analysis Program offers students a sound, systematic, practical way of analyzing public issues and personal problems so that they can make better value decisions. In addition, the program helps students to learn to ask more intelligent questions so that they can better solve value dilemmas. This program can be integrated into existing courses or can form a complete, 20-week course of its own. The program is based on four standards of rationality (formulated in the 1971 National Council for the Social Studies Yearbook): (1) the wider the range of factual claims considered, the more likely that the value decision will be rational; (2) factual claims used to support a value decision must be well-confirmed by evidence; (3) factual claims must have valence for, and be important to, the person making the decision; and (4) the value principle implied by the value decision and the facts must be acceptable to the person making the decision. The closer a person comes to meeting these standards, the more sound his/her value decision is likely to be. Students meet these standards of rationality by learning to apply the following decision-making procedure: (1) defining the issue; (2) gathering a wide range of factual claims; (3) assessing the relevance (valence) of factual claims; (4) organizing; (5) assessing the relative importance (ranking) of the factual claims; (6) simplifying; (7) assessing the evidence for the claims; (8) making a tentative value decision and writing a value principle; (9) testing the principle for acceptability; (10) making a final decision and summarizing the reasons for the decision. This decision-making procedure has been integrated into the following courses: Utah History, U.S. History, World History, World Problems, American Problems, World Religions, Psychology, Sociology, Debate, Home Living, and Speech. In these courses, students obtain a double benefit: they learn the content of the course, and a decision-making procedure as well. There is no loss in knowledge of the content of the course as a result of the time spent learning the decision-making procedure. At the present time, the decision-making procedure is also being used at the junior high level, and is being adapted to the elementary grades. In addition, it is being adapted to career and economic education at the high school levels.

assurances/claims

Field test conducted in 1974-75 in urban-suburban areas of Salt Lake City, Utah. A pre/post, control-group design was used. Program students made significant gains while controls did not, on a measure of value-reasoning ability. Program students were also rated significantly higher on their in-class evaluative research papers, as judged by independent experts.

implementation requirements

Teachers need to be trained in Value Analysis concepts and procedures. Training consists of a 15- to 20-hour workshop, taking two to three days; 50-100 teachers are trained in a workshop; teachers receive university credit. Program can be integrated into existing courses (e.g., U.S. history, literature), or can form a separate, complete course in making rational value decisions. Students learn the procedure in one semester (approximately 20 weeks). Program can be adopted by individual teachers or schools; no special facilities or equipment needed; no continuation costs for administration necessary. Materials: "Making Rational Value Decisions."

financial requirements

Installation Costs: Technical Assistance: two trainers, two to three days at $100/day plus travel and expenses. Materials: $22.50 per participant. The package, "Making Rational Value Decisions," consists of three packets which include teacher manuals, student worksheets, and evaluation instruments (with written permission to reprint), and simulation game card. Continuation Costs: Include monies for reprinting worksheets and evaluation instruments.

services available

No special network funding supports this project's dissemination efforts.

Technical assistance available for awareness conferences and installation of program. Awareness conferences or installation can occur at adopter or project site. If at adopter site, technical assistance and material costs paid by adopter; if at project site, only cost of materials must be paid. Demonstration site visits (high school, junior high, and elementary) can be arranged with two weeks' notice. Project staff will assist potential adopter/adapters in completing proposals for ESEA Title IV-C adoption/adaptation funds, and are available for other conferences and workshops; expenses must be paid.

contact

Terry [illegible] Applegate or W. Keith Evans, Value Analysis Program, [illegible] [illegible] Dr., Salt Lake City, UT 84[illegible] (801) [illegible] (before [illegible] a.m. [illegible]), [illegible] (after [illegible] a.m. [illegible])

Developmental Funding: USOE ESEA Title III
USOE JDRP No. [illegible] Approved: [illegible]

Compiled Winter 1977

SECTION 10

SPECIAL INTERESTS: HEALTH, HUMAN BEHAVIOR, PHYSICAL EDUCATION, MULTIPLE TALENT DEVELOPMENT*

ACTIVE: All Children Totally InVolved Exercising - New Jersey 8-3
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped individuals.

project Adventure - Massachusetts 5-3
An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

Curriculum for Meeting Modern Problems (The New Model Me) - Ohio 10-3
A curriculum to help students understand the causes and consequences of behavior.

EVERY CHILD A WINNER With Movement Education - Georgia 10-4
A movement education program providing success experiences for all children regardless of physical ability.

the ME/ME Drug Prevention Education Program (formerly Drug Prevention Education Program) - Wisconsin.... 10-5
A drug prevention education program aimed at improving self-concepts.

Talents Unlimited - Alabama 10-6
A structured attempt to apply a multiple talent theory approach to the classroom situation.

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*Projects with multiple emphases may be listed under more than one section.

PROJECT CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

descriptors

Humanistic Education
Decision Making
Self Concept

target audience

Appropriate for all students of varying ability levels in grades 9-12. Used as a course in itself, to supplement existing courses, or with units selected as mini-courses.

description

A curriculum to help students understand the causes and consequences of behavior.

The New Model Me is designed to help high school students deal with available alternative actions for solving personal problems, and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the "casual" approach to understanding human behavior which requires that a person look beyond the surface manifestations of an event to consider its possible cause. Affective materials and activities constitute a substantial part of the program.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably nonjudgmental and flexible teacher, who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions, will be most effective with the curriculum.

The New Model Me basic texts are a student book and a teacher manual that incorporates the student book. Units in the books are: Human Behavior, Controls, Real Self, Values, Response, and Change. The teacher manual bibliography suggests appropriate supplementary audio-visual materials and books.

assurances/claims

Evaluation data from diversified socio-economic settings with control/experimental classrooms in 1972-73 showed student growth at the .05 level in cognitive test (project developed) and in attitude measure (Personal Orientation Inventory). Teacher growth shown with Minnesota Teacher Attitude Inventory. Analyses of student/teacher feedback forms indicated strong support of curriculum.

implementation requirements

The program can be implemented by one or several teachers and/or counselors in a school. However, it is recommended that a corps of personnel (teachers, counselors, administrative decision makers) be involved in initial awareness, two-day training workshops, and follow-up activities. A typical classroom in which chairs can be moved for various activities is quite adequate. No special equipment is needed beyond that usually available in a secondary school.

financial requirements

Cost per pupil the first year is approximately $6, based on a student population of 300. This includes the cost of the texts and inservice training. Continuation costs are minimal if student texts are re-used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Project staff may be able to attend out-of-state conferences. Two-day training workshops may be conducted on-site or out-of-state. One-day follow-up clinics scheduled with adopters.

contact John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd.;
Lakewood, OH 44107. (216) 579-4267.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-73 Approved: 5/29/74

Compiled Winter 1977

PROJECT EVERY CHILD A WINNER With Movement Education

descriptors

Self Concept
Physical Education
Early Childhood Education

target audience

Grades K-6 for all students. Project should be implemented first in K-3, with a plan for adding K-6.

description

A movement-education program providing success experiences for all children regardless of physical ability.

The program design provides developmental movement experiences for children centering on themes of (1) space awareness, (2) body awareness, (3) the quality of body movement and (4) relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery-learning approach to teaching movement. Students are encouraged to reach their personal potential and "winning" occurs as each child does his or her best.

Every Child A Winner - Lesson Plans include 31 behaviorally stated objectives with lesson plans written for teachers to use, in order to meet the objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the self-concept and improve academic skills as well as movement skills.

Phase I Training (three days) includes an accountability model for program implementation, information on equipment improvisation, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining the movement skills of sudents and assistance in implementing the upper grades.

assurances/claims

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness test, Minnesota Motor Skills test, the California Inventory of Personality and the SRA Math and Reading tests. The data showed improvement in fitness, motor skill, self-concept and academic achievement.

implementation requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement is required between the project director and adopter.

financial requirements

Training materials: One copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $6 each; and one copy per teacher/participant, Every Child A Winner -- Lesson Plans, $10 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

services available

An NDN-funded Developer/Demonstrator project.

Project consultants provide technical assistance and training in program implementation to contracted adopters. Phase I and II Training is conducted at the developer site. Staff also provides on-site training for adopters. Training materials are obtained from the project. One-day awareness training is provided at the demonstration school site for potential adopters. This includes detailed information on adoption requirements and a tour through the program. Awareness packets available on request. Visitors welcome twice weekly October-April. Contact D/D two weeks in advance.

contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141; Ocilla, GA 31774.
(912) 468-7098.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-60 Approved: 6/6/74

Compiled Winter 1977

PROJECT THE ME/ME DRUG PREVENTION EDUCATION PROGRAM (formerly Drug Prevention Education Program)

descriptors

Self Concept
Decision Making
Drug Education

target audience

Public and nonpublic elementary school personnel (teachers, counselors, and administrators) who work with children in grades 2-6.

description

A drug prevention education program aimed at improving self-concepts.

The ME/ME Program provides interested school personnel who work with elementary level students (grades 2-6) with the training and expertise necessary to implement such a program in their schools. The program approaches drug prevention through self-concept, values-clarification, and decision making.

Teacher packages provide the instructor with activities that encourage open communication between teacher and students. Student packages supplement the above activities and are devised for individual work.

Program can be implemented without special staff. After training, regular classroom teachers can handle the program. Training consists of a six-hour training session conducted by project staff or designated trainers. Videotapes of the training are also available for use by potential adopters to supplement in-person training.

The Teacher Activity Packages contain exercises pertaining to values clarification, decision making, development of self-concept, and information about drugs relevant to the children's world. The drug information package is the only package with activities arranged in a sequential order. The Teacher Training Manual contains evaluation instruments to monitor impact of program on students.

assurances/claims

Project evaluation completed June, 1975. Pre- posttests were administered to students with various socio-economic and geographic backgrounds. Project was proven to increase students' feelings of self-worth, decision-making ability, factual knowledge about drugs, and to improve attitudes toward drug use.

implementation requirements

Potential adopters must participate in a six-hour training session; purchase the complete set of materials (a set consists of seven packages); agree to use the materials at least one hour per week; agree to cover all activities designated for a particular grade; agree to monitor program's impact on students by administering pre- posttests used in original project's evaluation or the equivalent; agree to follow-up activities by project staff or a contact person designated within the school. Individual teachers can adopt program, but it is best if used by all teachers in grades 2-6 from a particular school.

financial requirements

Cost of materials is $28 per series, plus postage. Training costs include travel cost of trainer to adopter site (food and lodging, if necessary). Training is also available through videotapes at a purchase cost of $85, or rental fee of $20 per month.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochures and a limited number of evaluation reports are available at no charge. Training may be conducted at project site (adopting site pays own costs). At adoption site travel cost for trainer must be paid. Follow-up activities will be conducted at adoption sites by project staff (travel costs assumed by project).

contact

Artie Kearney, Project Director; CESA #8; 107 N. Douglas St.; Appleton, WI 54911.
(414) 739-5217.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-47 Approved: 5/15/75

Compiled Winter 1977

PROJECT TALENTS UNLIMITED

descriptors Interdisciplinary Approach
Staff Improvement
Talent Development

target audience Primarily kindergarten through middle school; may be adopted for any age group. Suitable for all ability levels.

description *A structured attempt to apply a multiple talent theory approach to the classroom situation.*

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children, including talents in the areas of productive thinking, communication, forecasting, decision-making, and planning -- as well as in academic areas. The program is a structured attempt to implement and evaluate primarily at the elementary classroom level. The multiple talent theory was defined by Dr. Calvin Taylor and is based on sound educational and psychological research in learning. Replicable models for teacher training instruction and evaluation have been developed. The program is operational within any organizational pattern.

assurances/claims Third-year data revealed a highly significant difference in favor of the experimental groups on the talent tests and on Torrance's Test of Creative Thinking. Also evident were a highly significant trend of increased achievement performance and a major impact on positive self-concept.

implementation requirements Adopting schools are given permission to produce the three program models: teacher training, student instructions, and evaluation.

financial requirements Start-up costs per pupil will be approximately $5.98. After the first year costs will be reduced to about 4.20.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopter pays only own costs). Project staff can attend out-of-state conferences (expenses must be paid).

contact Sara Waldrop; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36606. (205) 438-9709.

Developmental Funding: USOE ESEA Title III USOE JDRP No.: 74-82 Approved: 6/16/74

Compiled Winter 1977

APPENDIX

JOINT DISSEMINATION REVIEW PANEL APPROVED PROJECTS WITH LIMITED AVAILABILITY

Over time some projects approved by the Joint Dissemination Review Panel either have ceased operations at their original site or now are able to handle requests for information only on an ad hoc basis. Educators are asked not to burden these sites with requests for information. They are listed here to acknowledge their exemplary work in improving educational opportunities.

I. Demonstration site no longer in operation; project materials available as indicated.

Directory of Representative Work Education Programs, 1972-73
Washington, D.C.
USOE JDRP Approval: 6/21/73
JDRP Number: 49

DHEW Publication OE-701701
U.S. Government Printing Office
Washington, D.C. 20402
$2.95

project EMERGE: The Shop
Dayton, Ohio
USOE JDRP Approval: 9/22/75
JDRP Number: 75-1

Arrangements for distribution of materials were being made at time of publication of this catalog; contact:

Gladys Moses
(513) 461-3850 ext. 610

Model Learning Disabilities Systems (MLDS)
University Park, Pennsylvania
USOE JDRP Approval: 3/23/77
JDRP Number: 77-110

Selected project materials are available; contact:

Marty Williams
The NETWORK
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children
Fargo, North Dakota
USOE JDRP Approval: 2/25/75
JDRP Number: 75-12

Project materials are available; contact:

Jim Tronsgard
Director of Special Services
Fargo Public Schools
District Office
1104 2nd Avenue South
Fargo, North Dakota 58102
(701) 241-4879

(Component materials and screening assessment materials are still in use in the district, but the project has been altered significantly.)

II. Demonstration site no longer in operation; information inquiries handled as time permits.

National Migrant Interstate Project
Little Rock, Arkansas
USOE JDRP Approval: 4/9/73
JDRP Number: 24

Limited inquiries can be handled; contact:

Louie Counts
Supervisor Migrant Education
Department of Education
National Migrant Interstate Project
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 271-1853

III. Demonstration site in operation; limited services may be available.

project IDEA (Infant Deafness Educational Assistance)
Campbell, California
USOE JDRP Approval: 6/3/75
JDRP Number: 74-44

Demonstration site may be visited, but no outreach services are available; contact:

Margaret Wood
Coventry School
1125 W. Campbell Avenue
Campbell, California 95008
(408) 379-2580

Topeka Outdoor-Environmental Education Project
Topeka, Kansas
USOE JDRP Approval: 5/6/75
JDRP Number: 75-15

Project manuals are available; limited inservice may be arranged; contact:

Glenn Clarkson
Nebraska/Iowa Facilitator Project
2407 Chandler Road
Bellevue, Nebraska 68005
(402) 733-5215

IV. Demonstration site no longer in operation; information inquiries cannot be handled.

Contract Learning for the Educable Mentally Retarded Students
Grand Rapids, Michigan
USOE JDRP Approval: 1/21/75
JDRP Number: 75-11

(This program has been merged with other district programs.)

the First Calculating and Reading Quest
Oglala, South Dakota
USOE JDRP Approval: 4/4-5/73
JDRP Number: 27

Hawaii English Program (HEP)
Honolulu, Hawaii
USOE JDRP Approval: 4/29/74
JDRP Number: 74-28

HEP/Project ALOHA (Allowing Learners Optimum Human Attainment)
A Mainland Demonstration of the Hawaii English Program
San Jose, California
USOE JDRP Approval: 4/29/74
JDRP Number: 74-28

project READ
Pittsburgh, Pennsylvania
USOE JDRP Approval: 4/29/74
JDRP Number: 74-30

project SMART (Success in Mathematics Through Aural Reading Techniques)
Daytona Beach, Florida
USOE JDRP Approval: 12/6/74
JDRP Number: 74-90

(The project is currently operating in a number of sites, but visitors cannot be handled nor materials supplied.)

South Douglas County Early Childhood Education Project
Myrtle Creek, Oregon
USOE JDRP Approval: 4/29/75
JDRP Number: 74-113

project Success Environment: A Contingency Management Approach to Classroom Management
Atlanta, Georgia
USOE JDRP Approval: 4/4/-5/73
JDRP Number: 5

(When second-generation training sites have been developed, information and technical assistance will again be available.)

project Talent Development
Miami, Florida
USOE JDRP Approval: 9/22/75
JDRP Number: 75-70

ESEA TITLE I EXEMPLARY PROJECTS

The following list of Exemplary Projects is provided for the convenience of those who are looking for projects that have been developed with Title I funds. Further information may be found on the catalog pages indicated.

ALABAMA

Title I ESEA Preschool, p. 4-39
Baptist Hill Kindergarten, p. 4-6
Improvement of Basic Reading Skills, p. 7-31

ARIZONA

Flagstaff Remedial Reading Project (Title I), p. 7-25
Catch Up - Keep Up, p. 7-13

ARKANSAS

Migrant Student Record Transfer System (MSRTS),* p. 2-10
National Migrant Interstate Project,* p. 11-3

CALIFORNIA

project Catch-Up, p. 7-12

COLORADO

PAL: Pupils Advancing in Learning, p. 7-43
Personalized Instruction: A Classroom Team Approach, p. 7-45

CONNECTICUT

IRIT: Intensive Reading Instructional Teams, p. 7-36

FLORIDA

Florida Migratory Child Compensatory Program,* p. 2-8
Title I Reading Center Program, p. 7-64

GEORGIA

Reading/English Rotation Project, p. 7-49
Reading Laboratories, p. 7-53

HAWAII

Reading Project, p. 7-54

ILLINOIS

Child-Parent Centers Activity (CPC), p. 4-7
project Conquest, p. 7-17
Early Prevention of School Failure Migrant Program (For Spanish and English-Speaking Children),* p. 2-7

IOWA

PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child, p. 4-34

KANSAS

Title One Corrective Reading Program (TOCR), p. 7-65

MASSACHUSETTS

project Understand: Arlington's Title I Program, p. 7-66

MICHIGAN

a Chance for Every Child, p. 7-14
Discovery Through Reading, p. 7-21
HIT: High Intensity Tutoring, p. 7-29
NOMAD: Needs and Objectives for Migrant Advancement and Development,* p. 2-11

NEW HAMPSHIRE

Basic Skills in Reading (BASK), p. 7-10

NEW JERSEY

Criterion Reading Instructional Project (CRIP), p. 7-18

NEW YORK

Title I Children's Program: Learning to Read Through the Arts, Division of Community School District Affairs, New York City Board of Education, p. 7-63
project CHILD: Comprehensive Help for Individual Learning Differences,* p. 2-4

NORTH CAROLINA

project Reading Improvement, p. 7-50

OHIO

Early Childhood Education -- All Day Kindergarten, p. 4-15

OREGON

Upstairs School, p. 7-67

RHODE ISLAND

Reading Instruction and Pupil Personnel Services (RIPPS), p. 7-52
SEAPORT: Student Education Assuring Positive Organized Reading Techniques, p. 7-58

UTAH

Programmed Tutorial Reading, p. 7-47
Improving Achievement (Reading) Through Use of Teachers and Teacher Aides, p. 7-32

WASHINGTON

Training Migrant Paraprofessionals,* p. 2-14
HOSTS: Help One Student to Succeed, p. 7-30
Secondary Credit Exchange Program,* p. 2-12

WEST VIRGINIA

Reading Improvement Program -- Secondary Schools Reading Laboratory, p. 7-51

*Migrant Education Projects

PROJECT INFORMATION PACKAGES

The U.S. Office of Education has been involved in an effort to identify and package information about a number of exemplary projects approved for dissemination by the Joint Dissemination Review Panel. Currently, completed packages are available through three means.

Six packages are currently available from: Educational Resources Center, Inc., 855 Broadway, Boulder, CO 80302, (303) 492-8154. A price list is available upon request. The six projects available are listed below; information on these projects may be found on the pages noted. Staff at the originating site are also available to assist districts interested in adopting each program.

project Catch-Up, p. 7-12

project Conquest, p. 7-17

HIT: High Intensity Tutoring, p. 7-29

IRIT: Intensive Reading Instructional Teams, p. 7-36

Programmed Tutorial Reading, p. 7-47

project R-3: Readiness, Relevancy and Reinforcement, p. 7-48

Six additional packages have recently been completed. Staff at the originating site can answer queries regarding the availability of the Project Information Package and can assist districts interested in adopting their program. Project Information Packages are now being prepared on the following six "compensatory education" projects:

Catch Up - Keep Up, p. 7-13

Discovery Through Reading, p. 7-21

Flagstaff Remedial Reading Project (Title I), p. 7-25

Improvement of Basic Reading Skills, p. 7-31

project Reading Improvement, p. 7-50

SEAPORT: Student Education Assuring Positive Organized Reading Techniques, p. 7-58

Four packages describing bilingual projects are now being field tested. The availability of these projects will be reported in future issues of this catalog. Descriptions of these projects may be found on the pages noted. Project Information Packages are now being prepared for the following four bilingual projects:

Aprendemos en Dos Idiomas: Title VII Bilingual Program, p. 2-3

Confluence of Cultures for an Affluent Tomorrow, p. 2-5

Houston Independent School District Bilingual Programs, p. 2-9

St. John Valley Bilingual Education Program, p. 2-13

RIGHT TO READ PROGRAMS

In 1974, the Right to Read Office undertook a nationwide search to identify reading programs that demonstrated effectiveness in improving reading. The 12 programs listed below were selected after rigorous screening. Each is described in a detailed multimedia package available from the Order Section, National Audiovisual Center (GSA), Washington, D.C. 20409. Further information may also be obtained from the State Right to Read Directors listed in the appendix. Descriptions of each program are found on the page noted.

CALIFORNIA

Alphaphonics: Reading Readiness Training Program, p. 7-9

FLIT: Functional Literacy, p. 1-8

Learning to Read by Reading, p. 7-38

Right to Read: Wilson Junior High School, p. 7-55

FLORIDA

Title I Reading Center Program, p. 7-64

HAWAII

Hawaii English Program (HEP),* p. 11-4

ILLINOIS

Child-Parent Centers Activity (CPC), p. 4-7

Intensive Reading Improvement Program (IRIP), p. 7-35

MASSACHUSETTS

AIRS: Andover's Individualized Reading System, p. 7-7

NEW YORK

Title I Children's Program: Learning to Read Through the Arts, Division of Community School District Affairs, New York City Board of Education, p. 7-63

OHIO

Early Childhood Education -- All Day Kindergarten, p. 4-15

PENNSYLVANIA

project READ,* p. 11-4

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*These projects are no longer in operation as demonstration sites at their originating site.

NATIONAL DIFFUSION NETWORK (NDN) STATE FACILITATORS

The individuals listed here can provide additional information on programs described in this catalog and help school districts (both public and private) within the states locate programs appropriate to their local needs.

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Alabama Facilitator Project
Alabama Information and Development
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Alabama Department of Education
Room 347 - State Office Building
Montgomery, Alabama 36130
(205) 832-3318

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ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE I STATE COORDINATORS*

Information concerning Title I legislation and operations is available upon request from the State Title I Coordinators listed.

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U.S. Office of Education

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